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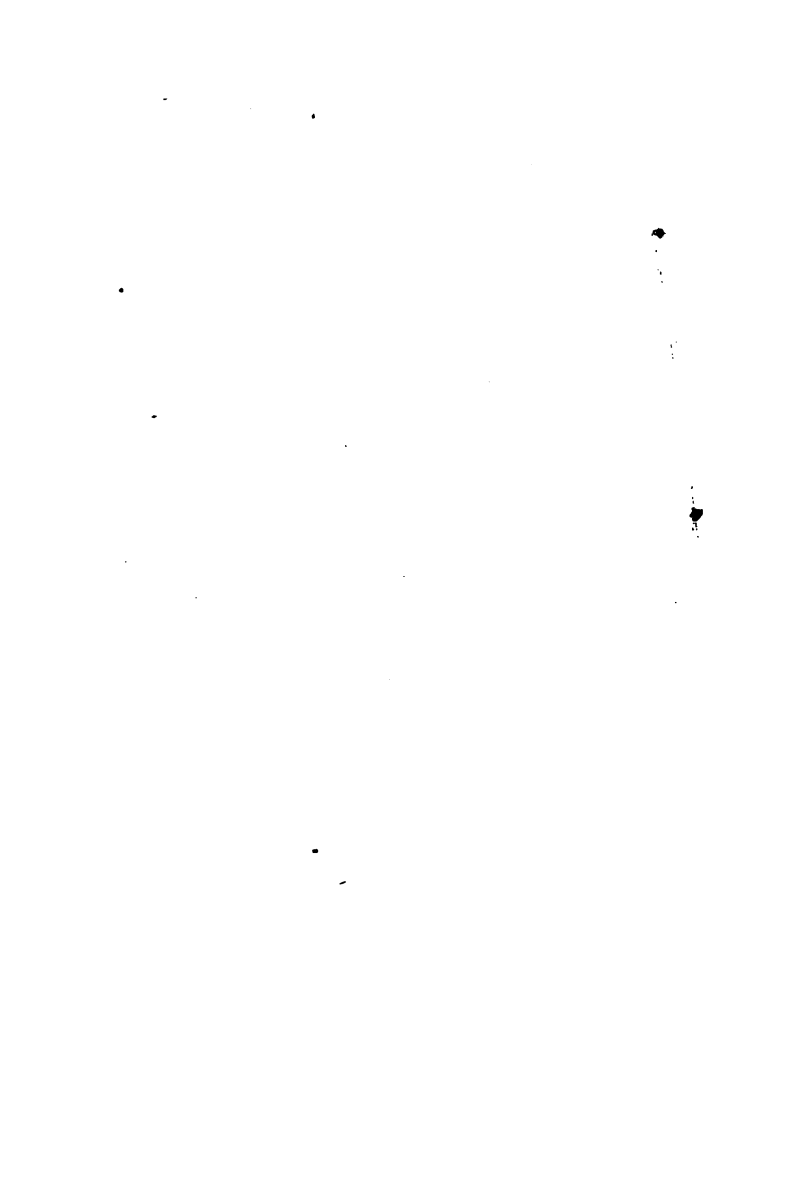
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## PREFACE.

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THE following Work differs in many important respects from most others bearing a similar title. Its main peculiarities are these :

1. The Etymology has been treated much more fully than is usual ; and the formation of the primary, Saxon, and purely English Derivatives is now, perhaps, for the first time, taught in a School Grammar.

2. The Verbs, commonly called Irregular, are arranged in regular classes ; and the Plurals, commonly called Irregular, are classified and explained.

3. The arrangement of the Tenses of the Verb, usually very complicated and perplexing, has been much simplified.

4. The Potential Mood, which, singularly enough, some grammarians have confounded with the Subjunctive, has been retained as a *Mood*, in order to avoid introducing a new term into English Grammar. The Auxiliaries

of the Potential might be called, as in German, Verbs of Mood.

5. The Rules of Syntax have been distributed under certain main divisions or headings (RULES 1, 2, 3, 4, &c.), and subdivisions (RULES 1. A.—1. B.—1. C.—&c.). This arrangement, it is believed, will be found very conducive to perspicuity, and a considerable aid to the memory.

6. Every section or paragraph is numbered throughout the book, so that any remark or rule can be easily and quickly referred to.


7. Almost every fresh Definition, Rule, Observation, Caution, &c. has an Exercise upon it. As soon as any information is imparted, the pupil is called on to act upon it. The Instructions and the Exercises, so to speak, keep pace with one another. By thus limiting the object, the judgment may be exercised upon it more correctly.

8. None of the Exercises contain bad English to be put into good. The exclusion of this pernicious practice, which has become almost universal in School Grammars, forms an important feature of the work.

9. Many usages and phrases, purely idiomatic and sanctioned by our best writers, which,

however, have been condemned as bad in some School Grammars, probably from want of acquaintance, or from a deficient acquaintance, with the older forms of the language, and with the genius of the whole family of tongues to which ours belongs, have been regarded as genuine English, and reduced to rule.

10. A Form of Parsing will be found at the end of the book (page 168). No *separate* Parsing Exercises have been given, since all the Exercises in the book may be used for this purpose; and they contain every requisite variety of construction.

11. A word or two may be added touching the way of using the Exercises. The directions prefixed to them (after the ) suppose the pupil to write them out on paper, or on a slate; but they may also be done orally, or on the black board, or otherwise, with a slight alteration of the directions.

12. While the Authors have sought to state things in a way consistent with sound views of language, they have, when forced to choose between the two, preferred a practical to a scientific arrangement or explanation. For young learners it would have been out of place to follow any other plan. As illustrations of what



is meant, reference may be made to Sections 163, 256, 331, 332, 336.

On the importance of a knowledge of Grammar generally, it is unnecessary to say more than that an ignorance of it is a disgrace, and an evil for which hardly any thing can make up. A person who does not understand Grammar can scarce think correctly, for he cannot speak correctly; and correct speaking generally accompanies (logically) correct thinking. The study of Grammar, too, has been shown by an overwhelming amount of experience, to be the very best instrument for calling out and strengthening the powers of the mind.

English Grammar, in particular, it is necessary to study, distinctly from other Grammar, because of its peculiarities in genius and structure. It is sometimes said that English is learnt well enough by hearing good English spoken. If *only* good English were heard by children, the argument *might* be worth *something*, but as long as they hear so much bad English spoken, as they often do, it can have no weight at all. Besides, to know *what* is *right* is not the same thing as to know *why* it is *right*; and Grammar teaches not only *how* to

speak correctly, but also *why* one mode of speaking is right and another wrong.

Without a knowledge of some of the kindred languages, the Authors would not have ventured on the composition of this work; well knowing that a Grammar of any language, written independently of a comparison with others of the same family, must inevitably fall into ridiculous mistakes.

The Authors intend shortly to publish an Introduction to English Composition, the object of which will be, in the first place, to teach the accurate construction of sentences as *sentences* (not as exemplifying this or that rule of government, agreement, &c.), and in the next place to lead the pupil gradually on to expressing his *own* thoughts on any given subject, in his own words, with facility and precision, and to the practice of what is commonly called writing themes. In this work constant reference will be made to the Grammar.

*London*, 1841.



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# ENGLISH GRAMMAR.

---

1. GRAMMAR is the science of words. Words are composed of letters.

## THE LETTERS.

2. In the English language there are twenty-six letters. The letters all together are called the Alphabet. They are these—*a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*

3. These letters are vowels or consonants.


The vowels are five ; *a, e, i, o, u.*

The consonants are twenty-one ; *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.*

4. Under the consonants are included *w* and *y*, when they begin a syllable. Elsewhere they are vowels. Vowels sounded together are called a diphthong, as *ou* in *sound*, *ai* in *rain*, *ee* in *glee*.

Writing words correctly is called ORTHOGRAPHY.

## EXERCISE I.

 \* Write down the following words, and draw your pencil through the vowels, and underscore the consonants :—

House, Threshold, Column, Business, Home, Think, Man, Manners, Rule, Seem, Have, Into, Come, Will, Way, Yew.

<sup>b</sup> Write down the following words, and draw your pencil through the diphthongs:—

Cow, House, Guess, Boy, Toyman, Buy, Sleeper, Three, Claim, Fair, Fountain, Point, Eastern, Bye, Distinguish.

5. Grammar is divided into two parts, Etymology and Syntax.

6. Etymology treats of words by themselves; Syntax treats of words connected into sentences.

---

## PART I.

### ETYMOLOGY.

7. Etymology is divided into two branches. The first treats of the *inflexion* or *declension* of words. The second treats of the *formation* or *derivation* of words.

---

#### SECT. I.—THE INFLEXION OF WORDS.

##### PARTS OF SPEECH.

8. There are nine parts of speech, or sorts of words; the Article, Noun, Adjective, Pronoun, Preposition, Verb, Adverb, Conjunction, and Interjection.


##### THE ARTICLES.

9. An Article is a word prefixed to a Noun to mark the extent of its signification.

In English there are two Articles.—1. The *Definite Article*, *the*; as *the man*, *the dog*. 2. The *Indefinite Article*, *a*; as *a man*, *a dog*.

10. When the word *an* comes before a consonant, the *n* is dropt, and nothing but *a* remains. Thus we say, *a pear, a cherry, a dog*; not *an pear, an cherry, or an dog*. But the meaning is the same. *An* means *one*.

## EXERCISE II.


 <sup>a</sup> Prefix the Definite Article to the following words :—  
Oar, Ornament, Upstart, Age, Eye, Mouth, Coat, Jacket, Waistcoat, Shoe, Boot, Sleeve.

<sup>b</sup> Prefix the Indefinite Article to the following words :—  
Oar, Age, Day, Life, Lobster, Orange, Orchard, Ox, Eel, Ant, Enemy, Valley, Cow, Pig, Sheep, Eye.

11. The Indefinite Article *an* loses its *n* also before *h*, when sounded, but not when mute. Thus we say, *a house*, not *an house*. So also before the vowel *u*, when pronounced long (as if with a *y* before it), thus we say, *a useful book*, rather than *an useful book*.

12. So also before *y*. Thus we say, *a youth*, not *an youth*.

## EXERCISE III.

 Prefix the Indefinite Article to the following words :—  
University, Union, Year, Hotel, Hostler, Yard, Herb, Hero, Heroine, Hoof.


## NOUNS.

13. The word Noun means name. Nouns, then, are names of persons, animals, or things. Thus, *horse* is a name or Noun; so is *cow*, so is *table*, so is *boy*, so is *church*.

14. Names of persons, places, or things, by which they are called individually, are called

Nouns Proper, or proper names. Thus, *James* is a Noun Proper; so is *William*, so is *Oxford*, so is *Edward*.

## EXERCISE IV.

 Write out the following sentences, and underscore all the Nouns, also writing (P) over the proper names.

The father sent John into the garden. The boys are in school. Where is Frederick? In the house. Where is George? In the park. Where is the horse? In the stable. There is a beggar in the court-yard. This is a cheap hat. You have a large table here. At what time do you have dinner? Have you read this book? Where is your grammar? In my pocket. In my box. It is on the table. Where is Samuel? He is living at Tunbridge. Have you ever seen Snowdon? Only once, in very bad weather. Is your brother in London? No, he is at Liverpool.

## DECLENSION OF NOUNS.


## NUMBER.

15. There are two Numbers, Singular and Plural. The Singular Number is used in speaking of *one*; the Plural, in speaking of *more than one*.

*Singular.*

16. The Singular Number of a word is the word itself. Thus, *horse, cow, table, book, church, brush, mouse, sow*, are all singular.

## EXERCISE V.

 Write out the following words, and underscore all the Singulars. The rest will be Plural:—

Boys, Cat, Mice, Rats, House, Stocking, Shoes, Boot, Boats, Inkstand, Pens, Paper, Poker, Rooms, Walls, Chair, Desks, Hour, Days, Months, Year, Minute, Seconds, Book, Doors, Carpets, Rug, Poem, History, Nations, Men, Ox, Sisters, Brethren, Child.


*Plural.*

17. The Plural Number of Nouns is formed from the Singular. There are three ways of forming it.

## FIRST WAY OF FORMING PLURALS.

18. The Plural is commonly formed by adding *s* to the Singular; as *book*, *books*; or (where a vowel is necessary for the pronunciation) *es*, as *brush*, *brushes*.

## EXERCISE VI.

 Write out the Plurals of the following Nouns:—


Boat, Camp, Table, Broach, Crutch, Boot, Board, Box, Bedstead, Horse, Ditch, Coach, Chair, Hero.

19. The following Rules must be observed in making the plural in *s*:—

RULE 1.—Nouns which end in *y* in the singular, have *ie* in the plural; as *lady*, *ladies*; except when a vowel comes before the *y*, and the word is only one syllable. In this case the *y* is kept, as *day*, *days*. If the word is two or more syllables, the *y*, although following a vowel, *may* be kept or not, as *valley*, *valleys*, or *vallies*.

RULE 2.—Nouns ending in an *f* sound (*f* or *fe*), generally have the *f* changed into *v*; as *calf*, *calves*; *life*, *lives*; but not always; for we have *strife*, *strifes*; *roof*, *roofs*; *gulf*, *gulfs*; *mischief*, *mischiefs*, &c.

## EXERCISE VII.

 Write out the Plurals of the following Nouns:—

Bay, Galley, Quality, Hoof (not *v*), Proof (not *v*), Loaf (*v*), Toy, Half (*v*), Quantity.

## SECOND WAY OF FORMING PLURALS.

20. The Plural is also formed by adding *en* to the Singular; as *ox*, *oxen*.



21. Sometimes the vowel of the word is modified also; as *brother*, *brethren*; where *en* is added, and *o* becomes *e*.

22. OBSERVATION.—*Children* is the plural of a word *childer*, with the same meaning as *child*. *Swine* is a softened form of *sow-en*, the plural of *sow*; and *kine* is a softened form of *cow-en*, the plural of *cow*.—The plurals in *en* were once very numerous, and the words *eyen*, *housen*, *shoen*, &c. were used as we use *eyes*, *houses*, *shoes*, &c. Many such words are still used in Scotland, and in the provincial districts of England.

### THIRD WAY OF FORMING PLURALS.

23. The Plural is made by modifying the vowel of the word; as *man*, *men*.—Two vowels are modified; as *woman*, *women*. The *o* is pronounced differently in *women*.

24. RULE.—*A* is changed to *e*; *oo* to *ee*; *ou* to *i*.

The Nouns made plural in this way are *man*, *woman*, *foot*, *tooth*, *goose*, *mouse*, and *louse*.

### EXERCISE VIII.

(On Plurals made in the Second and Third way.)

✎ Write the plurals of the following Nouns:—

Man, Foot, Child (*childer*), Ox, Brother, Goose, Mouse, Tooth, Louse, Penny, Sow, Woman.

25. OBSERVATION.—The *c* in *lice* and *mice* represents the *s* in the singular, *louse* and *mouse*. The plural sign is the modification of the vowel (*u* to *i*); the *s*-sound is part of the root. In

*pence* the *c* represents the *s* in *pennies*, and is the sign of the plural. So in *dice*, the *c* represents the *s* in *dies*, which would be the plural regularly formed. Some words have the plural written in two ways, and formed in two ways; as *pennies* and *pence*; *brothers* and *brethren*. Then they are differently applied; *pennies*, to coins or penny-pieces separately regarded as coins; *pence*, when they are spoken of together as money. *Brothers*, is applied to those of a family; *brethren*, generally to those of a society or other body.

26. Some words have the plural the same as the singular; as *sheep*, *deer*. So we use *fish*, and some other words in a plural sense.

27. The English Nouns are arranged then in three classes, according to the formation of the plural.

CLASSIFIED LIST OF NOUNS.

*Singular and Plural.*

FIRST CLASS.		SECOND CLASS.		THIRD CLASS.	
<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
(s added)		(en added)		(a to e)	
Book,	Books.	Ox,	Oxen.	Man,	Men.
Cart,	Carts.	(Childer)	Children.	(oo to ee)	
(es added)		(vowel changed)		Foot,	Feet.
Church,	Churches.	Brother,	Brethren.	Goose,	Geese.
Brush,	Brushes.	(softened form)		Tooth,	Teeth.
Fox,	Foxes.	Cow,	Kine.	(ou to i)	
(y=ie)		Sow,	Swine.	Mouse,	Mice.
Lady,	Ladie-s.			Louse,	Lice.
(ey=ie)					
Journey,	Journie-s				



## DECLENSION OF NOUNS.

28. A Noun is said to be *declined* when it is altered from the first or simple form or use of the word.

29. The modes in which a Noun is declined are called Cases.

30. There are three Cases:—1. The Nominative. 2. The Possessive, or Genitive. 3. The Objective, or Accusative.

*Singular and Plural, Nominative and Objective.*

31. In Nouns the Nominative and the Objective are the same in form; they are spelt the same. They differ only in use.


*Singular Possessive.*

32. The Possessive or Genitive Case is made in the singular by adding *s* to the word. This *s* is separated from the word by this mark ('), called an apostrophe. Thus, *man, man's; church, church's; John, John's.*

33. When a word ends in *ch* or *sh*, the Objective with the Preposition *of* is GENERALLY preferred; thus, *the hairs of the brush*, is preferred to *the brush's hairs*; but we say, *the church's claims.*

34. As a GENERAL rule the Possessive form is used with persons, or things spoken of as persons; but the Objective and *of*, with other Nouns; as *the coachman's skill*, but *the speed of the coach.*

## EXERCISE IX.

 Write down the Singular Nominative, Possessive, and Objective Cases of the following Nouns, thus :—

*Singular.*

Nom. *Book.*


Poss. *Book's.*

Obj. *Book.*

Chair, King, Boot, Horn, Cow, Dog, Rat, Wing, Sparrow, Hen, Priest, Traitor, Poetess, Duchess, Sister, Mouse, Larch, Beech, Oak, Apple, Field, Grass, Land, Gate, Tree, Table, Pen, Ink, Fire, Place, Boy, Master, Cook, Carriage.

35. OBSERVATION. When the word ends in *es*, the *e* being sounded, the possessive *s* is sometimes omitted; but the apostrophe (') is kept to show that there should be an *s*. Thus we say, *Moses' writings*. We may also say, *Moses's writings*; and some good authors write, *Moseses writings*. On the contrary, we do not say, *James' book*; but always *James's book*, because the *e* in *James* is not sounded. Again, if the word ends in *s*, or even *x*, the possessive *s* is often not added. Thus we say, *for quietness' sake*, or, *for righteousness' sake*, *Felix' room*. But this chiefly occurs in phrases with *sake*; for we say, *the actress's popularity*; *the duchess's carriage*, &c. and do not omit the *s*.

## EXERCISE X.

 Put the following phrases into the Possessive form :—

The son of Peleus. The books of Moses. The wife of Phinehas. The room of Felix. The wife of James. The house of Mr. Jacob. The house of Mr. Jacobs. The gardens of Mr. Loddiges. The church of St. Stephen. The church of St. Charles. The grammar of William. The grammar of


Mr. Williams. The character of the Jew. The beauty of the Jewess. The carriage of the Empress. The success of the Governess. The kindness of the Hostess. The fortune of the Heiress.

### *Plural Possessive.*

36. The Plural Possessive is made in the same way as the Singular, by adding *s* to the word, and separating it by the apostrophe. Thus, *men, men's*.

37. But when the Plural Nominative ends in *s*, the Possessive *s* is omitted, and only the apostrophe remains. Thus we say, *the horse's teeth*, for *the teeth of the horse*; but *the horses' teeth*, for *the teeth of the horses*.

### EXERCISE XI.

 Write the Plurals Nominative, Possessive, and Objective, of the following Nouns, thus :—

#### *Plural.*

Nom. *Men.*

Poss. *Men's.*

Obj. *Men.*

Chair, Woman, Lady, Gentleman, Mare, Horse, Gun, Niece, Poetess, Daughter, Son, Tutor, Mother, Duke, Hat, Ring, Mattress.

### THE CASES EXPLAINED.

#### *Nominative Case explained.*

38. The Nominative Case answers the question '*who or what*;' '*who or what did it*?' '*who or what was so-and-so*?' Thus :—

(1.) *The boy broke the window. Who broke the window? The boy broke the window. The boy is in the Nominative Case.*

(2.) *The stone broke the window. What broke the window? The stone broke the window. The stone* is in the Nominative Case.

(3.) *The girl was clever. Who was clever? The girl was clever. The girl* is in the Nominative Case.

(4.) *The dog was sagacious. What was sagacious? The dog was sagacious. The dog* is in the Nominative Case.

The Nominative Case then, is the Case of the WHO or WHAT.

### *Objective or Accusative Case explained.*

39. The Objective Case answers the question *whom* or *what*; '*whom* or *what* did he strike?' '*whom* or *what* did he kill?' Thus:—

(1.) *The boy struck the girl. Whom* did the boy strike? The boy struck *the girl*. *The girl* is in the Objective Case.

(2.) *The boy struck the window. What* did the boy strike? The boy struck *the window*. *The window* is in the Objective Case.

(3.) *The robber killed the gentleman. Whom* did the robber kill? The robber killed *the gentleman*. *The gentleman* is in the Objective Case.

(4.) *The boy killed the dog. What* did the boy kill? The boy killed *the dog*. *The dog* is in the Objective Case.

The Objective or Accusative Case then, is the Case of the WHOM or WHAT.

*Possessive or Genitive Case explained.*

40. The Possessive Case answers the question *whose* or *of what*. '*Whose* dog did he kill?' 'The foot *of what* is wonderfully formed?' Thus:—

(1.) *He killed William's dog.* *Whose* dog did he kill? He killed *William's* dog. *William's* is in the Possessive Case.

(2.) *I trod on Charles's toe.* *Whose* toe did you tread on? I trod on *Charles's* toe. *Charles's* is in the Possessive Case.

(3.) *The horse's foot is wonderfully formed.* The foot *of what* is wonderfully formed? The *horse's* foot is wonderfully formed. *Horse's* is in the Possessive Case.

(4.) *The earth's figure is round.* The figure *of what* is round? The *earth's* figure is round. *Earth's* is in the Possessive Case.

The Possessive or Genitive Case then, is the Case of the WHOSE OR OF WHAT.

41. The following sentence shows the three Cases:—


*James broke the cobbler's window.*

*Nominative.* Who did? *James.*

*Objective.* Broke what? *The window.*

*Possessive.* Whose window? *The cobbler's.*

## EXERCISE XII.

 \* Write out the following sentences, and underscore all the Nominatives:—

*The dog guards the house. The master teaches the boy. The boy respects his master. God preserves us. The dog*



herd watches the sheep. The father protects the children. The man beats the donkey. The donkey kicks the man. The man abuses the donkey.

<sup>b</sup> Write out the following sentences, and underscore all the Objectives :—

The cat scratches the girl. The girl drowns the cat. The fire burns down the house. The house contains treasures. The owner loses the treasures. The owner insures the house. The bat has wings. Bees make honey. Boys like honey.

<sup>c</sup> Write out the following sentences, and underscore all the Possessives :—

The horse's hoof is hard. God's goodness is great. The dog's watchfulness preserved the house. The raven's wings are black. The tiger's movements are graceful. The cat's form resembles the tiger's. Man's soul is immortal. The goose's feathers are used for writing. Wellington's victory cannot be forgotten. Napoleon's genius was wonderful. Job's patience is well known.

### THE GENDERS.

42. There are two Genders: 1. The Masculine, and 2. The Feminine. The Masculine denotes the *he*; the Feminine denotes the *she*. Thus, *man*, Masculine; *woman*, Feminine; *prince*, Masculine; *princess*, Feminine.

43. Nouns (or names) of things without life are of no Gender: therefore they are called Neuter; that is, neither the one nor the other; neither Masculine nor Feminine. Thus, *table*, *pen*, *ink*, *book*, are Neuter.


*King*, Masculine; *queen*, Feminine; *kingdom*, Neuter.

44. By a common figure of speech, many things without life, as *sun*, *ship*, *church*, &c. are spoken of as Masculine, or as Feminine, respectively. Thus, the *sun* is spoken of as Mas-

culine, and the word *he* is used in reference to it; while the *moon* is spoken of as Feminine, and the word *she* is used in reference to it. So *the church* is Feminine; the virtues, *faith, hope, charity*; *ships, mines*; countries, as *England, France, Russia, &c.* are spoken of as Feminine.

45. Some Nouns are Common, that is, either Masculine or Feminine, as *parent, teacher, friend, enemy, ally, bird.*

#### EXERCISE XV.

 Write down the following words, and put M over the Masculines, F over the Feminines, N over the Neuters, and C over the Commons:—

The boy. The author. The girl. The daughter. The garden. The aunt. The gander. Sir. The cow. The lad. The bachelor. The spinster. The nephew. The hay. The bird. The dog. The woman. The mistress. The son. The master. The cart. The niece. The book. The lord. The horse. The milk. The countess. The earl. The mare. The grass. The bull. The lass.

#### FORMATION OF FEMININES.

46. The Feminine Gender is often distinguished by another word; as *uncle, aunt; brother, sister.*

47. But there are ways also of *deriving* the Feminine from the Masculine; these belong to another part of Grammar, which treats of the *formation* of words. They shall be mentioned, however, now.

48. Feminines are formed—(1.) By the termination *ess* simply added to the Masculine; as *count, countess; host, hostess.*

A. If the Masculine ends in *er* or *or*, the *er* or *or* is sometimes omitted, and the *ess* added in its place; as *sorcerer*, *sorceress*; *governor*, *governess*.

B. But more generally the *r* is kept, and only the vowel lost; as *songster*, *songst(e)ress*; *hunter*, *hunt(e)ress*; *elector*, *elect(o)ress*.

49. (2.) By the termination *ine* added to the Masculine; as *hero*, *hero-ine*; *landgrave*, *landgrav-ine*.

50. (3.) Masculines and Feminines are also distinguished by the word *he* or *she*, or some other word respectively, put before the noun; as *a he-goat*, *a she-goat*; *a man-servant*, *a maid-servant*; *a cock-sparrow*, *a hen-sparrow*.

51. There are also many Latin Feminines in *trix*, from Masculines in *tor*; as *executrix*, from *executor*.

52. The following is a general Alphabetical List of the Masculines and Feminines.

<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Abbot	Abbess	Buck	Doe
Actor	Actress	Bull	Cow
Adulterer	Adultress	Bullock	Heifer
Ambassador	Ambassadress	Cock	Hen
Administrator	Administratrix	Count	Countess
Author	Authoress	Duke	Duchess
Baron	Baroness	Dog	Bitch
Bachelor	Maid, Spinster	Deacon	Deaconess
Boar	Sow	Drake	Duck
Boy	Girl	Elector	Electress
Bridegroom	Bride	Executor	Executrix
Brother	Sister	Emperor	Empress




<i>Masc.</i>	<i>Fem.</i>	<i>Masc.</i>	<i>Fem.</i>
Father	Mother	Milter	Spawner
Friar	Nun	Nephew	Niece
Gander	Goose	Patron	Patroness
Governor	Governess	Peer	Peeress
Husband	Wife	Poet	Poetess
Horse	Mare	Priest	Priestess
Heir	Heiress	Prince	Princess
Hunter	Huntress	Prophet	Prophetess
Jew	Jewess	Ram	Ewe
King	Queen	Son	Daughter
Lad	Lass	Stag	Hind
Lion	Lioness	Shepherd	Shepherdess
Lord	Lady	Tutor	Tutoress
Man	Woman	Viscount	Viscountess
Marquis	Marchioness	Uncle	Aunt
Master	Mistress	Widower	Widow
Mayor	Mayoress	Wizard	Witch

## ADJECTIVES.

53. An Adjective is a word which expresses the *quality* of a noun; as, *great, good, large, small.*

54. An Adjective has no meaning alone; it goes with some noun; as, *a great man, a good woman, a large house, a small cottage.*

## EXERCISE XVI.

 Write down the following sentences, and underscore all the adjectives :—

The strong man works. The sharp knife cuts. The watchful dog barks. The ripe fruit is plucked. The good seed is sown. The new clock is striking. A singing nightingale charms me. A brave soldier fights. Modesty is a great virtue. Rain is beneficial. A large garden is not always a profitable garden. A handsome flower is not always a sweet-smelling flower. A swift and strong horse is very useful. Milk is a very useful article. The timid sheep give us good food and warm clothing.

In cold winters poor people suffer much. Damp weather often occasions many illnesses. The church steeple is a great ornament to a village.

<sup>b</sup> Write down the following nouns, prefixing a suitable adjective to each:—

Dog, Cat, Pig, Goat, Horse, Table, Book, Cow, Apple, Puddings, Fruit, Sweetmeats, Bees, Donkeys, Ball, Game, Bull, Strawberry, Cherry, Gooseberry, Violet, Rose, Tulip, Carnation, Pansy, Grass, Prince, Linen, Ruin, Sea, Brook, Tower, Army, Soldier, Ink, Pen.

### DEGREES OF ADJECTIVES.

55. Adjectives have three Degrees:—1. The Positive. 2. The Comparative. 3. The Superlative.

56. The Positive Degree is the word itself; as, *high, long, broad, &c.*

57. The Comparative Degree is formed by adding *er* to the Positive; as, *high, higher; long, longer.*

58. The Superlative is formed by adding *est* to the Positive; as, *high, highest; long, longest.*

59. In writing Comparatives and Superlatives, the following Rules must be observed:—

RULE 1.—If the Positive ends in *e*, the *e* is dropt in the Comparative and Superlative; as, *wide, wid-er, wid-est.*

RULE 2.—If the Positive ends in *y*, preceded by a consonant, the *y* becomes *i* in the Comparative and Superlative; as, *happy, happi-er, happi-est.* But if the *y* is preceded by a vowel, the *y* is kept; as, *gay, gayer, gayest.*


RULE 3.—If the word ends in a single consonant, preceded by a vowel (one vowel and one consonant), the consonant is doubled; as, *red, redder, reddest.* But if a word has two consonants at the end, no doubling takes place; as, *thick*

*thicker, thickest; rich, richer, richest.* Or, if there are two vowels before the one consonant, there is no doubling; as, *weak, weaker, weakest.*

### DEGREES OF ADJECTIVES EXPLAINED.

60. The Positive Degree of an Adjective asserts a quality of any thing *positively*, without any restriction or reference to another thing. Thus the sentence *the tree is high* asserts positively the *height* of the tree, without reference to any other trees. But we may also assert the height of a tree in comparison with some other tree or trees, or with something else. We may say, *the apple tree is higher than the cherry tree*, or, *the apple tree is the highest of all the trees.*—These two forms, *higher* and *highest*, are, strictly, degrees of *Comparison*, called, the one the Comparative, and the other the Superlative.




### EXERCISE XVII.

 \* Write out the following sentences, and underscore all the Comparatives:—

Iron is hard, steel harder. Tin is heavy, gold heavier. Gold is the heaviest of the metals. Glass is clearer than horn. Sight is the noblest of the senses. The movement of light is quicker than that of sound. The Rhine is a larger river than the Moselle. Croesus was one of the richest of men. Solomon was the wisest of men. The cherries are riper than the currants. The strawberries are the wholesomest fruit. Of all stones the diamond is the hardest. He is the merest ignoramus that can be. James is much heavier than Robert.

<sup>b</sup> Now write them out again, and underscore all the Superlatives.

<sup>c</sup> Now write out the whole in lists under four heads, thus:

NOUNS.		ADJECTIVES.		
		<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
1.	2.	3.	4.	
				


61. Many Adjectives of two syllables, and nearly all of more than two syllables, have no Comparative and Superlative forms in *er* and *est*, but have these degrees supplied by the words *more* and *most*; as *useful*, *more useful*, *most useful*; *commendable*, *more commendable*, *most commendable*.

62. In the same way *less* and *least* are used, and some other words.

63. Many common Adjectives are irregularly compared.

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Bad	Worse	Worst
Far	Farther or further	Farthest or furthest
Fore	Former	Foremost
Good	Better	Best
Late	Later	Latest or last
Little	Less and lesser	Least
Many or much	More	Most
Nigh	Nigher	Nighest or next
Old	Older or elder	Oldest or eldest

## EXERCISE XVIII.

 Write down the three Degrees of the following Adjectives:—


Red, Brown, Purple, True, Green, Happy, Admirable, Acceptable, Important, Black, Beneficial, Amiable, Virtuous, Heavy, Instructive, Shameful, Wretched, Idle, Clever, Modern, Warlike, Dear, Equal, Servile, Respectful, Haughty, Laborious, Free, Liberal, Ingenious, Learned, Erudite, Skilful, Worthy, Restless, Necessary, Difficult, Persevering, Busy.

Fat, Hind, Chief, Wise, Lovely, Discreet, Gentle, Genteel, Gay, Interesting, Affectionate, Obedient, Agile, Keen, Witty.

### PRONOUNS.

64. A Pronoun is a word used *instead* of a Noun. Thus, in the sentence *James is industrious, and he makes great progress; he is a Pronoun.* *He* is used instead of the Noun *James*. Instead of saying "James is industrious, and *James* makes great progress," we say, "James is industrious, and *he* makes great progress." So in the sentence, *birds fly, they build, they sing; they is a Pronoun.* *They* stands instead of the Noun *birds*.

### EXERCISE XIX.

 \* Write out the following sentences, and underscore all the Pronouns.—

I am fond of work. We reverence old age. You learn diligently. He is clever. She walks well. They are very silent. You must not associate with bad people. We get on by perseverance. We are very fond of her, for she is very diligent and good. If a child is disobedient he is punished. If thou lovest and honourest thy parents, thou dost what is acceptable to God. Thou art hungry, but I am thirsty. The heat makes me thirsty. The porter admitted us without a fee. The officer praised the soldier, and rewarded him.

<sup>b</sup> Write out the following sentences, and put the proper Pronoun instead of the Noun, which is repeated:—

If the boy is good, the boy is loved by his parents. If the child is not obedient, the child is punished. (*James speaking,*) James said to his mother yesterday, James will always love you. (*Anne speaking,*) Anne called out, Anne cannot come now. The servants came and told the master that the servants had done as the master had ordered. (*George speaking,*) George's brother told George that George's brother would come to see George to-morrow. (*Speaking to Edward,*) When Edward comes out of school, Edward must go into the garden.



65. Pronouns are either of the first, or of the second, or of the third person; that is, they denote—


(1.) The person *speaking* (the *first* person); or,

(2.) The person *spoken to* (the *second* person); or,

(3.) The person or thing *spoken of* (the *third* person).

66. The first is the I-person, the second is the Thou-person, the third is the He-, She-, or It-person. Thus, in the sentence, *I assure you that he is coming*; *I* is the first person, being *the speaker*; *you* the second, being *spoken to*; *he* the third, being *spoken of*.

#### EXERCISE XX.

 Write out the following sentences, and write over the Pronouns of the first person (P. I.); over the Pronouns of the second person (P. II.); and over the Pronouns of the third person (P. III.):—

Good children are fond of reading; they play well, and they learn well. I am writing, but he is ciphering. We are walking, but she is running. Horses are useful; they assist us in doing many things. Caesar was an author as well as a soldier; he not only fought battles, but he wrote an account of them too. James is getting on, he is reading Caesar. What book are you reading?—I?—Yes, you.—I am reading the Arabian Nights. Cats are useful, for they catch the mice. Milk is useful, it is very nutritious. I like cherries very much; do you?—Yes, but I don't like them so well as strawberries. You are very industrious. We expect a letter on Thursday.

#### KINDS OF PRONOUNS.

67. Pronouns are of several kinds; either,


1. Personal; or, 2. Relative; or, 3. Adjective.

68. (1.) Personal Pronouns.

*Table of Personal Pronouns.*

CASES.	<i>Singular.</i>					<i>Plural.</i>		
	1 PER.	2 PER.	3 PER.			1 PER.	2 PER.	3 PER.
			<i>Mas.</i>	<i>Fem.</i>	<i>Neu.</i>			
Nom.	I	Thou	He	She	It	We	You	They
Poss.	Mine	Thine	His	Hers	Its	Ours	Yours	Theirs
Obj.	Me	Thee	Him	Her	It	Us	You	Them

EXERCISE XXI.

 Write out the following sentences, and put over the Pronoun the Person to which it belongs (I. II. or III.); the Number (put S. for Singular, and P. for Plural); and the Case (put Nom. for Nominative, Pos. for Possessive, and Obj. for Objective); and the Gender (M. F. or N.):—

Thus,	I. S. Obj. C.	III. S. Obj. F.
	Me.	Her.

Follow me. Do as I tell you. You must not forget the books; bring them with you. He promises to come to-morrow. He often helped me. We shall be able to render him material assistance. She loves them much. He was punished yesterday. Whose book is that?—Mine. Whose hat is this?—His. Don't hurt her. The dog seems in pain; look at its face. Thou oughtest to return kindness by kindness. He told them that he would carry his own books, but not theirs. Is that bat yours?—No, it is James's.

(2.) Relative Pronouns.

69. A Relative Pronoun is a Pronoun which relates to some Noun or Pronoun going before it; as *I have lost the book which I was reading.*

*Which* is a Pronoun, and it relates to the Noun *book*, going before it.

The Relative is declined thus :

*Singular and Plural.*

	<i>Masc. and Fem.</i>	<i>Neut.</i>
Nom.	Who	Which
Poss.	Whose (=Who's)	
Obj.	Whom	Which

So also the compounds *whosoever*, *whoever*, and *whatever*.


*Singular and Plural.*

	<i>Masc. and Fem.</i>	<i>Neut.</i>
Nom.	Whosoever	Whichsoever
Poss.	Whosoever	
Obj.	Whomsoever	Whichsoever

70. *Whoso* is only used in the Nominative Case.

71. The word *which* is not necessarily neuter, but it is so generally in use, as a relative. We say, *the man who*, or *the woman who*, but *the table which*. We also use *which* with animals, as *the horse which you sold me*, not *whom* you sold me. *Who* is used only of human or super-human beings.

EXERCISE XXII.

 Write out the following sentences, and underscore all the Relative Pronouns :—


The man who bound that book must be a clever workman. Whoever breaks this rule will be punished accordingly. The carpenter whom we employ is quite a man of genius. That is a fine horse whosoever it may be. I wonder whose plan it was. The person whom you saw riding in the park, I met yesterday at dinner. That exercise is very ill written, whoever wrote it. The tailor who made that coat is no ordinary artist. I will give the prize to whomsoever it is due. Is this the



book which I saw in your hands yesterday? Whoso has abused power, clings to it with a yet more convulsive grasp. Bishop Lowth introduced many improvements into his English Grammar, which have since been adopted by Germans in their grammars. The woman whose apple-stall was upset flew into a great passion. Where is the dictionary I gave you? He may take whichever he prefers. Whomsoever he recommends will be sure of the situation. Whoever distinguishes himself most will get the prize.

72. The word *that* is also sometimes a Relative. Thus, *the house that you were looking at yesterday is sold.* Here we may say *that* or *which*.

#### EXERCISE XXIII.

 \* Write out the following sentences, and instead of *which* or *who*, put the Relative *that* :—


The man who made your dining-table is now making me a set of chairs. The strawberries which you gave me were excellent. Where is the new hat which you bought yesterday? I have not yet seen the house which I bought in the country. I bought it from the account which a friend of mine gave me. He was a man whom I could rely on. It is very imprudent to buy things which you have not seen. The boys who broke the branch of the pear-tree were punished for it. The boy whom you sent out is not returned yet.

<sup>b</sup> Write out the following sentences, and instead of *that*, put the equivalent, *who*, *whom*, or *which* :—

The law that ordains that practice is most just. The persons that refuse to obey the law are rebels. "He that reproveth a scorner, getteth to himself shame." The horse that my father has bought is four years old. The servant that we have hired is a Frenchwoman. Where is the book that I lent you? The pen that I am writing with is the same that you gave me last week, and I have written with it ever since. The lady that he married is a very beautiful and intelligent woman. The day that was fixed on for going was so wet that we did not go. When do you mean to get the books that you were speaking about this morning? Where are the boys that I told to stay?

73. The Relative *what* is equivalent to *that which*, or *those which*, and is not declined at all. Thus we say, *what occasioned this, I do not know; what induced them to do it, I do not know.*

## EXERCISE XXIV.

 <sup>a</sup> Write out the following sentences, and instead of the Noun *what*, put the words to which it is equivalent :—

He told me what he had seen. We commonly love what has done us good. Let them say what they will, she will do what she will. I will do what I can. Don't forget to tell him what I say. Do you understand what I mean? Have you forgotten what your father said about writing to him? Let your friends see what you can do. Bring me that.—Is this what you mean?—Yes.

<sup>b</sup> Write out the following sentences, and put the word *what* where it can supply the place of any other words :—

Write me an account of the things which you see. I told my brother the thing which you told me. He often tells me that which he expects. We endeavour to do that which is fair. This is just that which I wanted. Your father wishes to see the drawings which you have done lately. Put that which is lying on the table into the cupboard. He sent me those things which he had promised.

(3.) Adjective Pronouns, or Pronominal Adjectives.

74. An Adjective Pronoun is a word which partakes of the character of an Adjective and of a Pronoun. It is also called a Pronominal Adjective. Whichever name is given, the same thing is meant.

75. Thus, *his book is lost; his* is an Adjective, agreeing with *book*; but it is also a *Pronoun*, for it stands in place of *James's* or

Charles's, or Edward's, or something else of that sort. *Their bat is broken*; *their* is an Adjective, agreeing with *bat*; but it is also a Pronoun, for it stands in the place of the boys', or the lads', or the cricketers', or some other Noun of that sort.

76. Adjective Pronouns, or Pronominal Adjectives, are divided into five classes.

- A. Possessive.
- B. Demonstrative.
- C. Distributive.
- D. Indefinite.
- E. Interrogative.


#### A. Possessive Pronouns.

77. The Possessive Pronouns are—

	<i>Sing.</i>	<i>Plur.</i>
1st Pers.	My	Our
2d Pers.	Thy	Your
3d Pers.	His, her, its	Their

78. The Adjective *own* is used in conjunction with any of these Possessive Pronouns. Thus, *my own son, thy own father, his own brother, her own sister, its own foot, our own dog, your own cow, their own garden.*

#### EXERCISE XXVI.

 Write out the following sentences, and underscore all the Possessive Pronouns, and mark over them the Person to which they belong, thus:—

1.  
*our.*

Where is my hat? What have you done with your boots? I have sold my horse. Who is your shoemaker? Where does thy brother live? Do you know her sister? Their brother lives near our house. Have you seen her new work? I would not have it inside my house. How are your beans this year? That is a fine tree, but its bark is a good deal injured. Have you ever been at his uncle's?—I dined there with your brother and his wife, last week. Whose hat is that?—Your own, is it not? He asked me whose hat that was, and it is his own all the while.

### B. *Demonstrative Pronouns.*

79. The Demonstrative Pronouns are the following:—


<i>Sing.</i>	<i>Plur.</i>
This, that.	These, those.

The Plural here is made in the third way (*See 23*), by a change of the vowel.

80. The word *that* is also a *Relative Pronoun* (*See 72*), but it is easy to tell whether it is Relative or Demonstrative by this Rule.

81. RULE.—If the word *that* can be changed into *who*, *whom*, or *which*, keeping the same sense, then *that* is a Relative. Thus, *the house THAT you saw is sold*. When *that* marks anything emphatically, it is a Demonstrative. Thus, *give me THAT*.—The Demonstrative is pronounced sharp, *thát*.

### EXERCISE XXVII.

 Write out the following sentences, and underscore the Demonstratives:—

The man that you sent to London this morning is not come back yet. I admire that house. Is that a new book?—Which?—That (*pointing to one*).—That is a new edition of an old book. The boy that came into that class last will soon be first.

I mean that boy. That is a very fine horse. Where is that edition of Shakspeare you were mentioning? Lessing says that that description of light that occurs in the *Paradise Lost*, would show Milton to have been blind.

Some place their bliss in action, some in ease;  
Those call it pleasure, and contentment these.

<sup>b</sup> Write out the following sentences, and put the Demonstrative Pronominal Adjective for the word *the*, where you can :—

The boy who translated this has done it well. Who is that lady?—Which, the lady who is standing at the window?—No, the one who is walking across the street.—She is the mother of the young lady whom you met in France last year, at the party you told me of. The persons who will not sow must not expect to reap. The persons who write badly have seldom any excuse for not writing well. The book which you sent to be bound a month ago is not done yet. The coat which I ordered is not yet come. The tailor whom you employ is exceedingly dilatory. The person who told me, had it from good authority.

### C. *Distributive Pronouns.*

82. The Distributive Pronouns are—

1. Each.
2. Every.
3. Either.
4. Neither.


83. The first two, *each* and *every*, are Distributives of any Number, of three, or three hundred, or three thousand; we may say, *each* of the people, or *every* person in the church, including any number. But the second two, *either* and *neither*, are Distributives of *two only*; we may say *either of these plans*, or *neither of these propositions*, provided there are only two



plans, or propositions; but not if there are more than two.

84. *Neither* is simply the negative of *either*, and is equivalent to *not either*.

#### EXERCISE XXVIII.

 Write out the following sentences, and underscore every Distributive Pronoun :—

Each of us must take a candle in his hand. Neither of you ought to go. Every one of you must go. Every one in the class is to learn the next page. Which of us shall go?—Either. Either of you may write out the list. Every part of Italy is cultivated like a garden. Neither of the twins was there. Every rose has a thorn. Each boy is to have his book in his hand, and open at the right place. Is every one attending?

#### D. Indefinite Pronouns.


85. The Indefinite Pronouns are the following. They are given in alphabetical order—

- |                |               |
|----------------|---------------|
| 1. All         | 9. One        |
| 2. Any         | " One-another |
| 3. Both        | 10. Other     |
| 4. Certain     | " Another     |
| 5. Few         | 11. Several   |
| 6. Many        | 12. Some      |
| 7. Much        | 13. Such      |
| 8. None—no one | 14. Whole.    |

86. OBSERVATION. These words are likewise used as Adjectives; as *all men*, *any body*, *both houses*, *certain women*. When used with Nouns, they are Adjectives; when without, they are considered as Pronouns. Sometimes the Adjective and Noun are written in one word; as *something*, *anything*; so we write *nobody*, and *nothing*; where, strictly, *no* is an Adjective, and

*body* and *thing* are Nouns. Commonly, these compounds are regarded as Nouns merely.

#### EXERCISE XXIX.

 Write out the following sentences, and underscore all the Indefinite Pronouns. Where the words are Adjectives, enclose them in brackets, thus, [ ]:—

They were all employed in amusing one another. I have not been on any of the railroads. Have you seen any one from Bristol to-day? The pens you gave me are worth nothing. Is any one at home?—No one. He was too ill to see any one. I have not seen such fine strawberries for many years. Will you take a few? They were very much opposed to each other. All agreed. No one dissented. There were certain present who told him about it. Many noblemen were there. Has he brought anything for me?—Nothing at all. Full many a flower is born to blush unseen. The one became a soldier, the other went to the bar. There were a great many soldiers at church last Sunday. Did you know any of the officers? Of friends, however humble, scorn not one. Such a book is more precious than gold. Few have read all the books they give an opinion on. Several of the boys omitted their exercise. They will all be punished. Did he tell you much about it?—No, he only told me that such-and-such persons were present. Some few approved of the plan, but many, in fact the large majority, disapproved of it altogether. Every one of the citizens took arms to defend the town. Each of the boys had an orange given him. Every twelve years two ships are sent. Few of his adherents remained with him. He is liable, of course, to a great many inconveniences; but that is nothing. Will you take some fruit?—None, I thank you. Look at this strawberry, did you ever see such a large one?—I never saw so large a one. Assist one another. One looks forward to the pleasures of Christmas with great eagerness. One does not like to have one's favours slighted. Hate no one.

87. In the list of Indefinite Pronouns, the word *one*, which is strictly a Numeral Adjective (*See* 90, 91), is included. Other Numerals besides *one*, both cardinal and ordinal, are

used in the same way; that is, without Nouns; just as Superlatives are used. So we say, *eight came; there were a hundred there; the first said so and so; on the fifteenth of the month, &c.*

### E. Interrogative Pronouns.


88. The Interrogative Pronouns are the same as the simple Relatives (See 69).

1. Who?
2. Which?
3. Whose?
4. Whom?
5. What?

89. Interrogative Pronouns are Pronouns used in interrogations, or questions.

A question is either direct or indirect: direct, as *who wrote that letter?* or indirect, as *she asked me who wrote that letter?*

### EXERCISE XXX.

 Write out the following sentences, and underscore all the Interrogative Pronouns:—

(*Direct.*) Who broke that glass? Which of you did it? What were you saying? Whose cap is this? Whom did you send? Who first seduced them to this dire revolt? Who is there? What are you doing? What do you think of this book? Who is going to play? Which of you has taken my book?

(*Indirect.*) The gardener asked me which of the trees I would have cut down. Did you inquire who was the proprietor of that house? I was thinking what he would say to that proposal. Will you inquire which is which? He asked me which was the way to Liverpool. Who is that lady? I should like to inquire whose that book is.



## NUMERALS.

90. Numeral, or Numeral Adjectives, are of two kinds; either,

(1.) Cardinals; as *one, two, three, &c.*; or,

(2.) Ordinals; as *first, second, third, &c.*

91. (1.) The Cardinal Numbers are—


<sup>a</sup> One	<sup>b</sup> Thir-teen(=Three-ten)	<sup>c</sup> Twen-ty(=Twain-ty)
Two	Four-teen(=Four-ten)	Thir-ty(=Three-ty)
Three	Fif-teen(=Five-ten)	For-ty(=Four-ty)
Four	Six-teen(=Six-ten)	Fif-ty(=Five-ty)
Five	Seven-teen(=Seven-ten)	Six-ty
Six	Eigh-teen(=Eight-ten)	Seven-ty
Seven	Nine-teen(=Nine-ten)	Eigh-ty
Eight		Nine-ty
Nine		
Ten	<sup>d</sup> Hundred	
Eleven	Thousand	
Twelve	Million.	

92. (2.) The Ordinal Numbers are those which denote the *order* in which anything comes. They are the following:—

<sup>a</sup> First	<sup>b</sup> Fourth	<sup>c</sup> Twenti-eth
Second	Fifth	Thirti-eth
Third	Sixth	Forti-eth
	Seventh	Fifti-eth
	Eighth	Sixti-eth
	Ninth	Seventi-eth
	Tenth	Eighti-eth
	Eleventh	Nineti-eth
	Twelfth	
	Thirteenth	
	Fourteenth	
	Fifteenth	
	Sixteenth	<sup>d</sup> Hundredth
	Seventeenth	Thousandth
	Eighteenth	Millionth
	Nineteenth.	

93. Of these the first three <sup>(a)</sup> are irregular; the next class <sup>(b)</sup> are made by the addition of *th* to the Cardinal Numeral; the next class <sup>(c)</sup> have *eth* added, and the *y* becoming *i*, not *twentyth*, but *twentieth*; the next class <sup>(d)</sup> are like the second in formation, simply having *th* added to the Cardinal.

## EXERCISE XXXI.

 Write out the following sentences, and write on the Numerals whether they are Cardinal or Ordinal; thus, C for Cardinal, O for Ordinal:—

I was there four days. He will return on the twentieth of the month. Have you been many days in London?—Only three. There are sixty minutes in one hour. In which class is he, in the sixth? Is this the first time you have been in London?—No, nor the twentieth. I counted a hundred and sixty-nine cherries on that tree. Which tree?—The third from here. On what day did he leave?—Three days ago. There were twelve Apostles. January is the first, and February the second month. A Prussian dollar is equal to three shillings. About the end of the fifteenth century Columbus discovered America. There are ten commandments. A week has seven days.

## PREPOSITIONS.

94. The following are Prepositions, or words used as Prepositions:—


About, Above, According to, Across, After, Against, Along, Amid, Amidst, Among, Amongst, Around, At, Athwart, Before, Behind, Below, Beneath, Besides, Between, Betwixt, Beyond, By, Concerning, Down, During, Except, Excepting, For, From, In, Into, Instead of, Near, Nigh, Of, Off, On, Out, Out of, Over, Regarding, Respecting, Round, Since, Through, Throughout, To, Touching, Towards, Under, Underneath, Unto, Up, Upon, With, Within, Without.

*Explanation of Prepositions.*

95. Prepositions are put before words to

mark their relation to other words.—Thus, in the sentence *the boy is on the wall*, *on* is put before *the wall*, and shows the relation of *the wall* to *the boy*. They are mostly put before Nouns or Pronouns, as *he is in the garden*; but sometimes also they form part of a verb-phrase, and cannot be separated from the verb; as *he hopes-FOR a holiday*.

## EXERCISE XXXII.

 Write out the following sentences, and underscore all the Prepositions, and enclose within brackets the Nouns to which they belong; thus, *at [home]* :—


He is somewhere about the house. The sun was just above the horizon. Virtue is a jewel above all price. The army amounted to above forty thousand. You ought to be above mean actions. A bridge was thrown across the river. I will come after supper. They were standing in a line, one after another. He built it, I suppose, after some model. He was leaning against the wall when the chimney-pot fell. I expect he will arrive against the day. I did not see her among them. Hull is between Newcastle and London. A long friendship has subsisted between them. His house is between mine and your brother's. He was not at home when I called. I said I would call again before eight o'clock. They had laid a great beam athwart the path and I fell on it. Did you meet with any serious accident? He deserves well at our hands. Three outriders rode before her Majesty. Is there a garden behind the house?—Yes, and one before it too. I had not heard of that. The church was on the hill; and his house was in the valley, just below the hill. It was beneath him to act in that manner. We passed by the church in our way. Did you go into the park?—Yes, we walked all through it. It was very hot throughout the whole day. In some places they sell butter by the yard. This work was written by Fielding. Touching that matter, I have heard nothing since I saw you. I was rowing up the stream. He got his horse from the stable, and jumped upon it, and rode off. He is descended from a long line of ancestors. The stone came from above. No, it

came from among the crowd. We walked all round the town. He is walking towards the house. It is getting on towards noon. There he is, sitting under the tree. With whom? During the whole night he did not sleep at all. Nor did I, except about ten minutes. He went up the ladder. He offered to fight with him. He tried to persuade me to go with him, but without success. His house is within the walls. He will be here again within a few days. He generally lives beyond his income, instead of living within it. Were you at church yesterday? He sat with me for about an hour after dinner, and then went to your brother's. I have no appetite for my dinner to-day. He calculates on a large profit. He ran across the field, down the lane, into the road. He left yesterday for Brussels.

## VERBS.

96. A Verb is a word which denotes *being* or *doing*; as, *the boy beats his brother*; or, *the boy is beaten by his brother*; *the child sleeps*. The word *beats*, in the first sentence, implies an action *done by* the boy; *is beaten*, in the second, implies an action *done to* the boy by the brother; and *sleeps*, in the third, implies a state or condition of *being*. These words, then, *beats*, *is-beaten*, and *sleeps*, are Verbs.

## EXERCISE XXXIII.

 Write out the following sentences, and underscore the Verbs :—

The water boils. The grass is green. The stars shine. Horses run, birds fly, serpents creep, fishes swim. The weather is warm. The day was fine. The boy struck the dog. The dog ran up to his master. The boy knew his father. The mother loves her children. Children obey their parents. Give me the book. Your hat lies on the table. Who laid it there?—I do not know; but I saw it lying there this morning. The gardener prunes the vine. Who is mowing the grass? They are making hay while the sun shines. The grass was scorched by the sun. The book is bound well. Who wrote this letter? It is not well done.

97. There are three sorts of Verbs :—1. Active. 2. Passive. 3. Neuter; that is, neither Active nor Passive, but partly both.

98. There are six Moods :—1. Indicative. 2. Subjunctive. 3. Potential. 4. Imperative. 5. Infinitive; or Substantive Mood. 6. Participial; or Adjective Mood.

99. There are three Tenses or Times :—1. Present. 2. Past. 3. Future.

100. In the Active Voice, there are four forms for each Tense (except the Future) :—1. Indefinite. 2. Incomplete. 3. Complete. 4. Emphatic.

101. In the Passive Voice, there are only three forms for each Tense. There is no Emphatic form.

102. An Active Verb expresses a *doing* something, and implies an agent, or person acting, and an object acted on; as, *to love, to praise*. Thus, *I praise James*. *Praise* is an Active Verb, and implies a *praiser* and one *praised*, an agent and an object. The agent *I*, the object *James*.

103. A Passive Verb expresses that something is *done to* a person or thing, and implies an object acted on, and an agent by which it is acted on; as, *to be loved, to be praised*. Thus, *Thomas is praised by me*. *Is praised* is a Passive Verb, and implies a person *who* is praised (*Thomas*), and a person *by whom* he is praised (*me*).

104. The Passive implies an agent and a



object, as well as the Active Verb; but their order is reversed. When the *agent* takes the lead in the sentence the Verb is Active, and is followed by the object; and when the *object* takes the lead, the Verb is Passive, and is followed by the agent. Thus:—

(Agent first) *I love Charles.* (Object last)  
 (Object first) *Charles is loved by me.* (Agent last)

105. A Neuter Verb expresses the *being* or state of being of something, or an action not passing over to an object; as, *to sleep, to lie down, to awake*. The Verb is neither Active nor Passive strictly, but Neuter, something between them.


106. Active Verbs are called *transitive*: that is, the action *passes over* to some *object*, and does not terminate with the agent; as, *to praise*: thus, in the sentence, *James praises his brother*, the action of *praising* passes over to the object, *brother*, and hence the Verb is called *transitive*. Neuter Verbs are called *intransitive*: that is, the action does not pass over to an object, but terminates with the agent; as, *to run, to walk, to sleep, to awake*.

107. Neuter, or Intransitive Verbs sometimes take a Noun after them, not as an object, but rather as explaining and completing the meaning of the Verb; as, *to run a race*.

108. Many Verbs are used both as Active and as Neuter Verbs; the context only determining *which* they are: as, *to grieve*; a person him-

self grieves, or he may grieve another ; that is, cause another to grieve.

## EXERCISE XXXIV.

 Make three divisions, and put the right Verbs under each respectively, in the following sentences :—

*Active.*

*Neuter.*

*Passive.*

The tree waves. The moon enlightens the earth. The tree is blown about by the wind. The cow lows. The stars glitter. The physician cures the invalid. The invalid is cured by the physician. The invalid recovers. The smith shoes the horse. The horse is shod by the smith. The carpenter makes a table. That table was made by my carpenter. The raven croaks. The gardener pulled the tree. The tree falls.

109. Verbs have three Persons, corresponding to the Personal Pronouns ; the *first* for the person *speaking*, the *second* for the person *spoken to*, the *third* for the person or thing *spoken of*.

110. Two of these Persons are made by *terminations* affixed to the word. Thus, the second Singular by *est* or *st*, as, *thou tell-est*, *thou lov-est* ; and the third Singular by *eth*, as, *he tell-eth*, *he lov-eth* ; or by *es* or *s*, as, *he blush-es*, *he tell-s*, *he love-s*.

111. Verbs have two Numbers, corresponding to the Numbers of the Nouns, Singular and Plural.

112. They have also distinctions of Time or Tense. [*Tense* means *Time*.] All *Time* is either Past, or Present, or Future. Accordingly, these are the main divisions of the Tenses of Verbs.

113. Actions are spoken of with reference to *times*, Indefinitely or Definitely. Hence the distinction of Indefinite and Definite forms under each main Tense. There is one Indefinite form in each Tense. Thus, *I write*, in the *present*; *I wrote*, in the *past*; *I shall write*, in the *future*. But there are two Definite Tenses. For an action may be *defined* with reference to any time, in two ways; either as *Incomplete*, or as *Complete*, at that time.

114. Hence, in each Tense or Time there is a form for the Incomplete, and a form for the Complete. Thus:—

(PRESENT, *Incomplete*) I am writing; (*Complete*) I have written;

(PAST, *Incomplete*) I was writing; (*Complete*) I had written;

(FUTURE, *Incomplete*) I shall be writing; (*Complete*) I shall have written.

115. But an action may also be spoken of in an *Emphatic* way, except it be Future. Hence there is an *Emphatic* form in each Tense, except the Future. Thus, (*Present Emphatic*) I do write; (*Past Emphatic*) I did write. The Passive voice has no *Emphatic* form.

116. OBSERVATION 1. — The Interrogative form is the same as the *Emphatic* in the Present and Past Tenses, excepting that the auxiliaries *do* and *did* are put before the Pronouns. Thus, *you did write*, is *Emphatic*; *did you write?* Interrogative.



OBSERVATION 2.—The form, *I have written*, is usually called the Perfect Tense. This is a correct term; for *perfect* means *complete*; and *I have written* implies that the writing is *complete*, and *complete now*. Thus it is Present as well as Complete. It asserts the completion of an action at the *present* time. The *doing* of the action is *past*, but the *completeness* of the action is spoken of as *present*.

117. In English, as in other languages, the Passive voice has no entire form for the Incomplete in any of the Tenses.

The form used by good authors for the third person is the Verb *to be*, with the Incomplete Participle in *ing*; as, *the house is building*, *those books are publishing at Edinburgh*. In some phrases, however, this form would cause ambiguity, or be wholly unintelligible. Thus, we cannot say, *the book is praising*, or, *the hat is throwing over the wall*. To remedy this, a form has been adopted which is very convenient, though, perhaps, not very elegant. The form commonly used is, *the book is being praised*, *the hat is being thrown over the wall*. Such forms as these are sometimes very ugly in the Present and Past Tenses: in the Future they are never admissible. It is therefore generally desirable to avoid them, and to change the sentence altogether, if the form with *ing* would be ambiguous or strange. In such phrases as *the book is printing*, *the church*

*is repairing, the house is cleaning*, and so on, there is no difficulty. They are undoubtedly the right forms.

118. There are also several *modes* in which an action or existence may be expressed. These modes, or *Moods* as they are called, are, in English, six :—the Indicative, Subjunctive, Potential, Imperative, Infinitive or Substantive, Participial or Adjective.

119. The Indicative Mood either asserts or denies, or is used in asking a question ; as, *I praise, I do not praise, do I praise?*

120. The Subjunctive Mood denotes a condition or supposition, and generally has some Conjunction (as *if* or *though*, &c.) before it ; as, *if it rain, though he deny it.*

The Subjunctive Mood differs from the Indicative in form, only in the Present Tense, except in the Verb *to be*.

121. The Potential Mood denotes possibility, or power, or inclination ; as, *he may come, can he do it? he would be pleased.*

122. The Imperative Mood commands or entreats ; as, *praise thou, bless thou us.*

123. The Infinitive Mood expresses the meaning of the Verb in an indefinite way, and is often used as a Noun or Substantive ; as, *to be praised is pleasant. To be praised* is the Indefinite Infinitive Passive, and is used as a Substantive, Nominative to the Verb *is*. Her the Infin. is also called the Substantive.

124. The Participial Mood expresses the meaning of the Verb in an adjectival way.—It is a part of the Verb, and yet partakes of the character of an Adjective; as, *thus they lived, loving one another*. *Loving* is part of the Verb *to love*, and is also like an Adjective, agreeing with *they*; that is, it is a *Participle*.

125. In a Verb, then, are to be considered the Person, the Number, the Tense, and the Mood.

126. These distinctions of Person, Number, Tense, and Mood, are shown either (1st) merely by the context; or (2dly) by the inflection of the word; or (3dly) by the addition of the words, called Auxiliary or Helping Verbs.

127. On the first mode of distinction no remark is necessary.

128. The second mode of distinction is seen in the forms, *thou callest, he calleth, he calls, I called*, where the parts *est, eth, s, ed*, indicate certain distinctions of Person, Tense, &c. So in the forms, *I wrote, thou wrotest*, the change of the Vowel from *i* to *o* (*write, wrote*), and the ending *est*, have a distinctive meaning.

OBSERVATION 1.—The Infinitive formerly ended in *en*, as it now does in the sister language, German. *To love*, was *to loven*. The Infinitive *to ben* (= to be) occurs in Shakspeare.

OBSERVATION 2.—The third Plural formerly ended in *en*, as it now does in German. *They*

*love, was they loven ; they praisen ; they slept-en ; they layen, &c. &c.*

OBSERVATION 3.—The English language is not so rich in inflection as it was, nor so rich as the German is. Position and the auxiliaries make up for it.

129. The third mode of distinction is by Auxiliaries ; as, *I DID write, I SHALL write, &c.*

130. The Auxiliaries are *do, be, have, shall, will, may, can, let, must.*

131. The following are the forms of the Auxiliary Verbs :—

# AUXILIARY VERBS.

## 1.—TO DO.

### PRESENT.

*Sing.*

*Plu.*

I do

We do

Thou doest *or* dost

Ye do

He doeth, doth, *or* does.

They do.

### PAST.

*Sing.*

*Plu.*

I did

We did

Thou diddest *or* didst

Ye did

He did.

They did.

## 2.—TO BE.

### PRESENT.

*Sing.*

*Plu.*

I am

We are

Thou art

Ye are

He is.

They are.

### PAST.

*Sing.*

*Plu.*

I was

We were

Thou wast

Ye were

He was.

They were.

## PARTICIPLES.

PRESENT, Being.

PAST, Been.

## 3.—TO HAVE.

## PRESENT.

*Sing.*

I have  
Thou hast  
He hath *or* has.

*Plu.*

We have  
Ye have  
They have.

## PAST.

*Sing.*

I had  
Thou hadst  
He had.

*Plu.*

We had  
Ye had  
They had.

## PARTICIPLES.

PRESENT, Having.

PAST, Had.

## 4.—SHALL.

## PRESENT.

*Sing.*

I shall  
Thou shalt  
He shall.

*Plu.*

We shall  
Ye shall  
They shall.

## PAST.

*Sing.*

I should  
Thou shouldst  
He should.

*Plu.*

We should  
Ye should  
They should.

## 5.—WILL.

## PRESENT.

*Sing.*

I will  
Thou wilt  
He will.

*Plu.*

We will  
Ye will  
They will.

## PAST.

*Sing.*

I would  
Thou wouldst  
He would.

*Plu.*

We would  
Ye would  
They would.

## 6.—MAY.

## PRESENT.

*Sing.*

I may  
Thou mayest  
He may.

*Plu.*

We may  
Ye may  
They may.

## PAST.

*Sing.*

I might  
Thou mightest  
He might.

*Plu.*

We might  
Ye might  
They might.

## 7.—CAN.

## PRESENT.

*Sing.*

I can  
Thou canst  
He can.

*Plu.*

We can  
Ye can  
They can.

## PAST.

*Sing.*

I could  
Thou couldst  
He could.

*Plu.*

We could  
Ye could  
They could.

## 8.—LET. (not changed.)

## 9.—MUST. (not changed.)

132. Some of these Verbs, as *do*, *be*, *have*, *will*, *let*, are used also as principal Verbs, and are to be considered as such (and not as auxiliaries), whenever they occur not attached to other Verbs; so in the sentences *I do this*, *I am content*, *We have a house*, *I will that you*



*do this, I will let you go*, the words *do, a have, will, let*, are principal Verbs, and *is, are* Auxiliary Verbs.

133. When a Verb is fully arranged with its distinctions of Persons, Numbers, Tenses, and Moods, it is said to be *conjugated*; and such arrangement is called the *conjugation* of a Verb.

134. The following is the conjugation of the Verb *to praise* :—

## ACTIVE VOICE.

## INDICATIVE MOOD.

## PRESENT.

## A. Present Indefinite.

## Sing.

I praise  
Thou praisest  
He praises, or praiseth.

## Plu.

We praise  
Ye or you praise  
They praise.

## B. Present Incomplete.

## Sing.

I am praising  
Thou art praising  
He is praising.

## Plu.

We are praising  
Ye are praising  
They are praising.

## C. Present Complete.

## Sing.

I have praised  
Thou hast praised  
He has praised.

## Plu.

We have praised  
Ye have praised  
They have praised.

## D. Present Emphatic.

## Sing.

I do praise  
Thou dost praise  
He does praise.

## Plu.

We do praise  
Ye do praise  
They do praise.

## PAST.

A. *Past Indefinite.**Sing.*

I praised  
Thou praisedst  
He praised.

*Plu.*

We praised  
Ye praised  
They praised.

B. *Past Incomplete.**Sing.*

I was praising  
Thou wast praising  
He was praising.

*Plu.*

We were praising  
Ye were praising  
They were praising.

C. *Past Complete.**Sing.*

I had praised  
Thou hadst praised  
He had praised.

*Plu.*

We had praised  
Ye had praised  
They had praised.

D. *Past Emphatic.**Sing.*

I did praise  
Thou didst praise  
He did praise.

*Plu.*

We did praise  
Ye did praise  
They did praise.

## FUTURE.

A. *Future Indefinite.**Sing.*

I shall praise  
Thou wilt praise  
He will praise.

*Plu.*

We shall praise  
Ye will praise  
They will praise.

B. *Future Incomplete.**Sing.*

I shall be praising  
Thou wilt be praising  
He will be praising.

*Plu.*

We shall be praising  
Ye will be praising  
They will be praising.

C. *Future Complete.**Sing.*

I shall have praised  
Thou wilt have praised  
He will have praised.

*Plu.*

We shall have praised  
Ye will have praised  
They will have praised.



## SUBJUNCTIVE MOOD.

## PRESENT.

A. *Present Indefinite.**Sing.*

(If) I praise  
 (If) thou praise  
 (If) he praise.

*Plu.*

(If) we praise  
 (If) ye praise  
 (If) they praise.

B. *Present Incomplete.**Sing.*

(If) I be praising  
 (If) thou be praising  
 (If) he be praising.

*Plu.*

(If) we be praising  
 (If) ye be praising  
 (If) they be praising.

C. *Present Complete.**Sing.*

(If) I have praised  
 (If) thou have praised  
 (If) he have praised.

*Plu.*

(If) we have praised  
 (If) ye have praised  
 (If) they have praised.

D. *Present Emphatic.**Sing.*

(If) I do praise  
 (If) thou do praise  
 (If) he do praise.

*Plu.*

(If) we do praise  
 (If) ye do praise  
 (If) they do praise.

## POTENTIAL MOOD.

*Auxiliaries* :—May, might, can, could, should, would, n

## PRESENT.

A. *Present Indefinite.**Sing.*

I may praise  
 Thou mayest praise  
 He may praise.

*Plu.*

We may praise  
 Ye may praise  
 They may praise.

B. *Present Incomplete.**Sing.*

I may be praising  
 Thou mayest be praising  
 He may be praising.

*Plu.*

We may be praising  
 Ye may be praising  
 They may be praising.

*C. Present Complete.*

*Sing.*

*Plu.*

I may have praised  
Thou mayest have praised  
He may have praised.

We may have praised  
Ye may have praised  
They may have praised.

PAST.

*A. Past Indefinite.*

*Sing.*

*Plu.*

I might praise  
Thou mightest praise  
He might praise.

We might praise  
Ye might praise  
They might praise.

*B. Past Incomplete.*

*Sing.*

*Plu.*

I might be praising  
Thou mightest be praising  
He might be praising.

We might be praising  
Ye might be praising  
They might be praising.

*C. Past Complete.*

*Sing.*

*Plu.*

I might have praised  
Thou mightest have praised  
He might have praised.

We might have praised  
Ye might have praised  
They might have praised.

IMPERATIVE MOOD.

*A. Indefinite.*

*Sing.*

*Plu.*

1. Let me praise  
2. Praise, *or* praise thou  
3. Let him praise.

1. Let us praise  
2. Praise, *or* praise ye  
3. Let them praise.

*B. Incomplete.*

*Sing.*

*Plu.*

1. Let me be praising  
2. Be praising, *or* be thou  
praising  
3. Let him be praising.

1. Let us be praising  
2. Be praising, *or* be ye  
praising  
3. Let them be praising.

*C. Complete.*

None.

D. *Emphatic.**Sing.**Plu.*2. Do praise, *or* do thou  
praise.2. Do praise, *or* do ye  
praise.

## INFINITIVE, OR SUBSTANTIVE MOOD.

A. *Indefinite.*

To praise.

B. *Incomplete.*

To be praising.

C. *Complete.*

To have praised.

## PARTICIPLES, OR ADJECTIVE MOOD.


B. *Incomplete.*

Praising.

C. *Complete.*

Having praised.

## EXERCISE XXXV.

 <sup>a</sup> Write out the following Verbs in the same way :—  
Love, Amuse, Invite, Obey, Command, Submit, Please.

<sup>b</sup> Write out the following sentences, and write over every Verb the part which it is :—

The boy asked his father for a bat. The father promises to give him one. I will send for one. The boys amuse one another. To command and to obey are different things. We have received an invitation. He will submit. He had arrived before the time. Thou lovedst thy parents.

<sup>c</sup> Put all the following sentences into the corresponding forms of the Past and of the Future Tense :—

The boy obeys. We like cherries. They are submitting. I do believe what you say. I have surveyed the premises. He has commanded large armies. We are tying the knot. Thou lovest thy brother. Thy sister loves thee.

PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT.

A. *Present Indefinite.*

*Sing.*

*Plu.*

I am praised  
Thou art praised  
He is praised.

We are praised  
Ye are praised  
They are praised.

B. *Present Incomplete.*

(See 117.)

C. *Present Complete.*

*Sing.*

*Plu.*

I have been praised  
Thou hast been praised  
He has been praised.

We have been praised  
Ye have been praised  
They have been praised.

PAST.

A. *Past Indefinite.*

*Sing.*

*Plu.*

I was praised  
Thou wast praised  
He was praised.

We were praised  
Ye were praised  
They were praised.

B. *Past Incomplete.*

(See 117.)

C. *Past Complete.*

*Sing.*

*Plu.*

I have been praised  
Thou hast been praised  
He has been praised.

We have been praised  
Ye have been praised  
They have been praised.

FUTURE.

A. *Future Indefinite.*

*Sing.*

*Plu.*

I shall be praised  
Thou wilt be praised  
He will be praised.

We shall be praised  
Ye will be praised  
They will be praised.

*B. Future Incomplete.*

(See 117.)

*C. Future Complete.**Sing.**Plu.*

I shall have been praised

We shall have  
praised

Thou wilt have been praised

Ye will have been prai

He will have been praised.

They will have  
praised.

## SUBJUNCTIVE MOOD.

## PRESENT.

*A. Present Indefinite.**Sing.**Plu.*

(If) I be praised

(If) we be praised

(If) thou be praised

(If) ye be praised

(If) he be praised.

(If) they be praised

*B. Present Incomplete.*

(See 117.)

*C. Present Complete.**Sing.**Plu.*

(If) I have been praised

(If) we have been pra

(If) thou have been praised

(If) ye have been prai

(If) he have been praised.

(If) they have  
praised.

## POTENTIAL MOOD.

## PRESENT.

*A. Present Indefinite.**Sing.**Plu.*

I may be praised

We may be praised

Thou mayest be praised

Ye may be praised

He may be praised.

They may be praised

*B. Present Incomplete.*

(See 117.)

*C. Present Complete.*

<i>Sing.</i>	<i>Plu.</i>
I may have been praised	We may have been praised
Thou mayest have been praised	Ye may have been praised
He may have been praised.	They may have been praised.

PAST.

*A. Past Indefinite.*

<i>Sing.</i>	<i>Plu.</i>
I might be praised	We might be praised
Thou mightest be praised	Ye might be praised
He might be praised.	They might be praised.

*B. Past Incomplete.*

(See 117.)

*C. Past Complete.*

<i>Sing.</i>	<i>Plu.</i>
I might have been praised	We might have been praised
Thou mightest have been praised	Ye might have been praised
He might have been praised.	They might have been praised.

IMPERATIVE MOOD.

*A. Indefinite.*

<i>Sing.</i>	<i>Plu.</i>
1. Let me be praised	1. Let us be praised
2. Be praised, or be thou praised	2. Be praised, or be ye praised
3. Let him be praised.	3. Let them be praised.

INFINITIVE MOOD.

*A. Indefinite.*

To be praised.

*B. Incomplete.*

(See 117.)



*Complete.*

To have been praised.

### PARTICIPLES, OR ADJECTIVE MOOD.

*Indefinite.*

Praised.


*Incomplete.*

Being praised.

*Complete.*

Having been praised.

### EXERCISE XXXVI.

 \* Write out the following Verbs in the same way :—  
Press, Love, Reprove, Correct, Blame, Fear.

<sup>b</sup> Write out the following sentences. Underscore the Active Verbs, and draw your pencil through the Passive Verbs, and write over each the part of the conjugation :—

If you are flattered by others, I will not flatter you. To be praised is pleasant, to be flattered is not. When the boy is told the way, he will find it easily. The house was building when I came by; when I returned the next week it was finished. When will the book be bound?—I sent it to the bookbinder's a month ago. Milton was blind. The Paradise Regained was written after the Paradise Lost. How should I know, if you do not know? The garden is well stocked.

### CHANGE FROM ACTIVE TO PASSIVE FORM.


135. A sentence may be changed from the Active to the Passive form, by turning the Objective into the Nominative, and the Nominative into the Objective, with the Preposition *by*. Thus:—

*Active.* He strikes her.

*Passive.* She is-struck by-him.

The Objective *her* in the Active sentence is changed into the Nominative *she*; and the Nominative *he* into the Objective *him* with the Preposition *by*, and the Verb is made Passive.

## EXERCISE XXXVII.

 \* Turn the following sentences from the Active into the Passive form :—

All persons esteem an honest man. The teacher praises the diligent scholar. We love our parents. I have passed over many errors. His father often blamed him. They have read their lesson. You will see them to-morrow. We inhabit a beautiful country. We love our country. We ought to love our country. The king promoted the captain. Milton wrote the *Paradise Lost*. Johnson wrote the *Rambler*. Addison wrote a great part of the *Spectator*. We do not know for certain who wrote *Junius*. Virgil wrote the *Aeneid*. England has produced many great poets. The river overflowed the fields. The sun scorched the grass.

<sup>b</sup> Turn the following sentences from the Passive into the Active form :—

Children are maintained and clothed by their parents. The good of the subjects is regarded by the sovereign. The cherries were plucked by the boys. The apples were all stolen by the children. They were punished by the master. St. Paul's Cathedral was built by Sir Christopher Wren. Wines are imported from France into England. Cotton is imported by the English into France. The prisoners are released by the king. The house was hired by them for a month. The chimneys were blown down by the wind. The birds were caught by him in the net.

## REGULAR AND IRREGULAR VERBS.

136. The English Verbs are divided into two main classes, according as the Past Indefinite Tense is formed.

137. FIRST CLASS. — Those Verbs which

have the Past Tense formed by the addition of *d* or *ed*; as, *love, loved*. These are called **REGULAR**.

138. **SECOND CLASS**.—Those Verbs which have the Past Tense formed by a change of the vowel; as, *break, broke*. These are called **IRREGULAR**.

139. These two classes of Verbs are also called respectively, Weak Verbs and Strong Verbs.

140. Those Verbs which require an addition to them (*d* or *ed*) to make the Past Tense, are Weak Verbs, and those which require no addition, but make the Past Tense by a change within themselves, are Strong Verbs.

141. They are also called Verbs of the modern formation, and Verbs of the old formation; since the Strong Verbs are generally the older, and the Weak Verbs the more modern, words.

142. The Weak Verbs require no further remark here (*See* Sect. 165); *d* or *ed* is *regularly* added to form the Past Indefinite Tense. Hence these are called Regular Verbs.

143. The Strong Verbs, having different vowels and combinations of vowels, present a great *variety*. Hence they are called Irregular Verbs: not that they have no rule; but that they have many rules and not one rule.

144. The Strong or Irregular Verbs are *divided* into five conjugations, according as the *vowel in the Present Tense* is, *a, e, i, o, or u*.

145. Verbs which have diphthongs (as *break*, *bear*, *shoot*, &c.) are generally classed under one of these conjugations, according to the vowel-sound which predominates.

146. These five conjugations are *subdivided* according to the vowel which is found in the *Past Tense*.

### 147. FIRST (or A) CONJUGATION.

#### *Subdivision 1.*

PRESENT.	PAST.	PARTICIPLE.
a	o }	a }
ea (sounded <i>ā</i> )	a, oo }	oo }
Awake	Awoke	Awoke
Bear	Bore (or bare)	Borne
Bear	Bore (or bare)	Born
Break	Broke (or brake)	Broken
Forsake	(oo) Forsook	Forgotten
Shake	(oo) Shook	Shaken
Stand	(oo) Stood	Stood
Swear	Swore (or sware)	Sworn
Take	(oo) Took	Taken
Tear	Tore (or tare)	Torn
Wear	Wore (or ware)	Worn

#### *Subdivision 2.*

a	e	a
Draw	Drew	Drawn
Fall	Fell	Fallen
Slay	Slew	Slain

#### *Subdivision 3.*

a	u	u
Hang	Hung	Hung

## PRESENT.

## PAST.

## PARTICIPLE.

## 148. SECOND (or E) CONJUGATION.

*Subdivision 1.*

ee } ēa }	ē } ēa }	ē } ēa } ēa }
Bēat	Bēat	Bēaten
Bleed	Bled	Bled
Breed	Bred	Bred
Eat (ēat)	Eat (ēat), or āte	Eaten (ēaten)
Feed	Fed	Fed
Lead	Led	Led
Meet	Met	Met
Rēad	Rēad	Rēad
Speed	Sped	Sped

*Subdivision 2.*

ēa } ēa } ē }	ō } ō } ā }	ō } ō }
Clēave	Clove (or clave)	Cloven
Freeze	Froze	Frozen
Get (so Forget)	Got (or gat)	Gotten (or got)
Hēave	Hove	
Seethe	Sod	Sodden
Shēar	Shore	Shorn
Spēak	Spoke (or spake)	Spoken
Stēal	Stole	Stolen
Trēad	Trōd	Trodden
Wēave	Wove	Woven

*Subdivision 3.*

ee	aw	ee
See	Saw	Seen

## 149. THIRD (or I) CONJUGATION.

*Subdivision 1.*

i	Y	i
Bite	Bit	Bitten, or bit
Chide	Chid	Chidden
Hide	Hid	Hidden, or hid
Slide	Slid	Slidden, or alid

## PRESENT.

## PAST.

## PARTICIPLE.

*Subdivision 2.*

i	ǣ, u, or o (sounded u)	a or u
Begin	Began	Begun
Bid	Bade	Bidden, or bid
Cling	Clung	Clung
Dig	Dug	Dug
Drink	Drank	Drunken, or
Fling	Flung	Flung [drunk
Ring	Rang	Rung
Shrink	Shrank	Shrunk, or
Sing	Sang	Sung [shrunk
Sink	Sank	Sunken, or sunk
Sit	Sat	Sitten, or sat
Sling	Slung	Slung
Slink	Slank	Slunk
Spin	Span, spun	Spun
Spit	Spat	Spat
Spring	Sprang	Sprung
Stick	Stuck	Stuck
Sting	Stung	Stung
Stink	Stank, stunk	Stunk
Strike	Struck	Stricken, or
String	Strung	Strung [struck
Swim	Swam	Swum
Swing	Swung	Swung
Win	Won	Won
Wring	Wrung	Wrung

*Subdivision 3.*

i	o or a	i or o
Abide	Abode	Abode
Drive	Drōve or drave	Driven
Give	Gave	Given
Lie	Lay	Lien, or lain
Ride	Rōde	Ridden
Rise( <i>so</i> Arise)	Rōse	Risen
Shine	Shōne	Shōne
Smite	Smōte	Smitten
Stride	Strōde	Stridden
Strive	Strōve	Striven
Thrive	Thrōve	Thriven
Write	Wrōte	Written



## PRESENT.

## PAST.

## PARTICIPLE.

## 148. SECOND (or E) CONJUGATION.

*Subdivision 1.*

ee } ēa }	ē } ēa }	ē } ēa }
Bēat	Bēat	Bēaten
Blēd	Blēd	Blēd
Brēd	Brēd	Brēd
Eat (ēat)	Eat (ēat), or āte	Eaten (ēaten)
Fēd	Fēd	Fēd
Lēd	Lēd	Lēd
Mēet	Mēet	Mēet
Rēad	Rēad	Rēad
Spēd	Spēd	Spēd

*Subdivision 2.*

ēa } ēa } ē }	ō } ō } ā }	ō } ō }
Clēave	Clove (or clave)	Cloven
Frēeze	Froze	Frozen
Get (so Forget)	Got (or gat)	Gotten (or got)
Hēave	Hove	
Seethe	Sod	Sodden
Shēar	Shore	Shorn
Spēak	Spoke (or spake)	Spoken
Stēal	Stole	Stolen
Trēad	Trōd	Trodden
Wēave	Wove	Woven

*Subdivision 3.*

ee	aw	ee
See	Saw	Seen

## 149. THIRD (or I) CONJUGATION.

*Subdivision 1.*

i	y	i
Bite	Bit	Bitten, or bit
Chide	Chid	Chidden
Hide	Hid	Hidden, or hid
Slide	Slid	Slidden, or slid

PRESENT.

PAST.

PARTICIPLE.

*Subdivision 2.*

i	ǎ, u, or o (sounded u)	a or u
Begin	Began	Begun
Bid	Bade	Bidden, or bid
Cling	Clung	Clung
Dig	Dug	Dug
Drink	Drank	Drunken, or
Fling	Flung	Flung [drunk
Ring	Rang	Rung
Shrink	Shrank	Shrunken, or
Sing	Sang	Sung [shrunk
Sink	Sank	Sunken, or sunk
Sit	Sat	Sitten, or sat
Sling	Slung	Slung
Slink	Slank	Slunk
Spin	Span, spun	Spun
Spit	Spat	Spat
Spring	Sprang	Sprung
Stick	Stuck	Stuck
Sting	Stung	Stung
Stink	Stank, stunk	Stunk
Strike	Struck	Stricken, or
String	Strung	Strung [struck
Swim	Swam	Swum
Swing	Swung	Swung
Win	Won	Won
Wring	Wrung	Wrung

*Subdivision 3.*

i	o or a	i or o
Abide	Abode	Abode
Drive	Drōve or drave	Driven
Give	Gave	Given
Lie	Lay	Lien, or lain
Ride	Rōde	Ridden
Rise (so Arise)	Rōse	Risen
Shine	Shōne	Shōne
Smite	Smōte	Smitten
Stride	Strōde	Stridden
Strive	Strōve	Striven
Thrive	Thrōve	Thriven
Write	Wrōte	Written

PRESENT.	PAST.	PARTICIPLE.
	<i>Subdivision 4.</i>	
i	ou	ou
Bind	Bound	Bounden, <i>or</i>
Find	Found	Found [bound
Fight	Fought	Foughten, <i>or</i>
Grind	Ground	Ground [fought
Wind	Wound	Wound

150. FOURTH (*or* O) CONJUGATION.*Subdivision 1.*

o	e	e } o }
Behold	Beheld	Beholden, <i>or</i> be-
Blow	Blew	Blown [held
Crow	Crew	[Crowed]
Fly	Flew	Flown
Grow	Grew	Grown
Hold	Held	Holden, <i>or</i> held
Know	Knew	Known
Throw	Threw	Thrown

*Subdivision 2.*

oo, <i>or</i> ū	ō <i>or</i> ȝ	ō <i>or</i> ȝ
Choose } Chūse }	Chose	Chosen
Shoot	Shōt	Shotten, <i>or</i> shot

151. FIFTH (*or* U) CONJUGATION.

o ( <i>sounded</i> u) u	ā } ă }	u
Come	Came	Come
Become	Became	Become
Run	Ran	Run

152. There are two other classes of Verbs, called, the one Contracted, the other Mixed.

153. CONTRACTED Verbs are Weak Verbs of two kinds :—

1. Those ending in *d* or *t* which have lost the sign of the Past Tense in order to avoid two *d*'s or *t*'s coming together. Hence they have the Past and Present Tense the same. Thus, *spread, spread, spread*.

2. Those ending in *d* which have the Past Tense made by changing *d* into *t*. Thus, *spend, spent, spent*. But some of these Verbs have also the full form with *ed* added to the Present. Thus, *build, builded or built; bend, bended or bent*. The full form in these cases is only used in grave writing.

#### CONTRACTED VERBS, *First Class*.

Burst	Burst	Burst
Cast	Cast	Cast
Cost	Cost	Cost
Cut	Cut	Cut
Hit	Hit	Hit
Hurt	Hurt	Hurt
Knit	Knit	Knit
Let	Let	Let
Put	Put	Put
Rid	Rid	Rid
Set	Set	Set
Shed	Shed	Shed
Shred	Shred	Shred
Shut	Shut	Shut
Slit	Slit	Slit
Split	Split	Split
Spread	Spread	Spread
Thrust	Thrust	Thrust

#### CONTRACTED VERBS, *Second Class*.

Bend	Bent (=Bended)	Bent
Build	Built (=Builded)	Built
Gild	Gilt (=Gilded)	Gilt
Gird	Girt (=Girded)	Girt
Lend	Lent	Lent
Rend	Rent	Rent
Send	Sent	Sent
Spend	Spent	Spent

154. MIXED Verbs are those which have both

the change of the vowel (peculiar to Strong Verbs), and the addition of *d* or *t* (peculiar to Weak Verbs). They are called Mixed because they combine the peculiarities of the Strong and of the Weak Verbs.

(ēa) Bereave	(ĕ) Bereft	(ĕ) Bereft
(ee) Beseech	(ou) Besought	(ou) Besought
(i) Bring	(ou) Brought	(ou) Brought
(u) Buy	(ou) Bought	(ou) Bought
(ā) Catch	(au) Caught	(au) Caught
(ee) Creep	(ĕ) Crept	(ĕ) Crept
(ēa) Deal	(ĕa) Dealt	(ĕa) Dealt
(o) Do	(i) Did	(ō) Done
(ēa) Dream	(ĕa) Dreamt	(ĕa) Dreamt
(ee) Feel	(ĕ) Felt	(ĕ) Felt
(ee) Flee	(ĕ) Fled	(ĕ) Fled
(ēa) Hear	(ea) Heard	(ea) Heard
(ee) Keep	(ĕ) Kept	(ĕ) Kept
(ēa) Leave	(ĕ) Left	(ĕ) Left
(ō) Lose	(ō) Lost	(ō) Lost
(ēa) Mean	(ĕa) Meant	(ĕa) Meant
(āy) Say	(āi) Said	(āi) Said
(ee) Seek	(ou) Sought	(ou) Sought
(e) Sell	(ō) Sold	(ō) Sold
(oe) Shoe	(ō) Shod	(ō) Shod
(ee) Sleep	(ĕ) Slept	(ĕ) Slept
(ee) Sweep	(ĕ) Swept	(ĕ) Swept
(ĕ) Swell	[Swelled]	(ō) Swoln
(ēa) Teach	(au) Taught	(au) Taught
(e) Tell	(ō) Told	(ō) Told
(i) Think	(ou) Thought	(ou) Thought
(ee) Weep	(ĕ) Wept	(ĕ) Wept
(or) Work	(rou) Wrought	(rou) Wrought

155. In this list the following agreement may be observed:—

(1.) *Bereave, leave* have *ēa* changed to *ĕ*.

(2.) *Creep, feel, keep, sleep, sweep, weep* have *ee* changed to *ě*.

(3.) *Deal, dream, hear, mean* have *ēa* changed to *ěa*.

These three classes are the same in principle: a long *e* sound is changed to a short *e* sound. The long *e* sound in the root is represented by *ea* (as in *leave*), or by *ee* (as in *keep*). The short *e* sound in the Past Tense is represented by *ě* (as in *kěpt*), or by *ěa* (as in *děalt*).

(4.) *Sell, swell, tell* have *ě* changed to *ō*.

(5.) *Lose, shoe* have *ō* changed to *ǒ*.

(6.) *Seek, beseech, catch, teach* have *ch* and *tch* changed to *gh*; *ee* to *ou*; and *ea* or *a* to *au*.

(7.) *Bring, think*, the *n* being lost, have *i* changed to *ou*, and *g* or *k* to *gh*.

#### PARTICIPLE COMPLETE.

156. The Participle Complete of the Regular or Weak Verbs, is the same as the Past Indefinite Tense. Thus, *love, loved, loved*. *Loved* is both the Past Tense and the Participle.

157. The Participle of the Irregular or Strong Verbs mostly ends in *en*, as *brok-en*.

158. But many Verbs have lost the *en*, and there is no affix at all; as, *find, found, found*.

159. Many Strong Verbs have a form with *en*, and a form without *en*; as, *bind, bound, bounden*, or *bound*. Both are used. The form with *en* is generally used as an Adjective; thus we say, *he is bound to do so*, but *it is his bounden duty to do so*.



160. Sometimes the form with *en* is used only in certain phrases, and then nearly always. Thus, *fought-en*, in the phrase "a well-foughten battle;" *hold-en*, in reference to a meeting or levee being *held*; *shot-t-en*, in the phrase "a shotten herring;" *strick-en*, in the phrase "well-stricken in years," or in that connection.

161. Many Strong Verbs had, formerly, Participles in *en*, which are now wholly disused in ordinary or regular speech. But they are found in old English. The following are in the Bible: *lien*, from *lie*; *folden*, from *fold*.

162. The Participle in *en* is not confined to the Strong Verbs. Many Weak Verbs have it. Thus, *grave*, *hew*, *lade*, *load*, *mow*, *rive*, *saw*, *shape*, *shave*, *show*, *sow*, *strew*, *strow*, *wax*, have the Past regularly in *ed*, but the Participle Complete in *en* or *n*; *graven*, *heewn*, *laden*, *loaden*, *mown*, *riven*, *sawn*, *shapen*, *shaven*, *shown*, *sown*, *strewn*, *strown*, *waxen*. So *wash*, *washen*, in the Compound *unwashen*.

163. The following Verbs do not belong to any of the above classes:

Am	Was	Been
Dare	Durst	Dared
Go	Went	Gone
Have	Had	Had
Make	Made	Made

On these it may be observed that—

\* The Verb *to be* is made up by several Verbs: the Participle *been* is from *be*; the Past Tense *was* [were, &c.] is from

another Verb, obsolete in other forms: the Present, *am*, is from another Verb.

<sup>b</sup> *Gone*, like *done*, is peculiar in having the *e* transposed; so that the word is not *go-en* and *do-en*, but *go-ne* and *do-ne*.

<sup>c</sup> *Have*, has the Past *had*, softened from *haved*; and *make* has the Past *made*, softened from *maked*.

164. Respecting the interchange of the consonants or semi-consonants in the Strong Verbs it must be observed that—

1. *Y* very often represents a guttural sound, *g* or *gh*; as in *buy*, *bought*.

2. *W* very often represents a guttural sound, *g* or *gh*; as in *flew*, as we see by *fligh-t*; *draw*, as we see by *draugh-t*; *saw*, as we see by *sigh-t*.

165. Verbs ending in a *k*, *p*, *f*, or *s* sound, in *gh* (sounded *f*), *ce* (sounded *s*), *sh* or *ch*, have the *ed* in the Past Tense pronounced like *t*. Thus, *revoke*, revoked; *steep*, steeped; *smack*, smacked; *shape*, shaped; *laugh*, laughed; *pass*, passed; *pronounce*, pronounced; *brush*, brushed; *bleach*, bleached.

Some Verbs of this kind frequently have the Past Tense written, as well as pronounced, with a *t*. Thus, in *l*—*dwelt* and *spill* usually have *dwelt* and *spilt*, in preference to *dwelled* and *spilled* (the full forms are antiquated or grave): so in *n*—*learn* usually has *learnt*, in preference to *learned*: so in *p*—*leap* has *leapt*. In poetry the *t* is more frequently written for the *ed* than in prose: it makes the rhyme and rhythm more obvious to the eye. Some good


writers would always write the *t*, where *ed* has the *t*-sound.

Three Verbs ending in *ay* have *ai* in the Past, and *d* added. *Lay*, laid; *pay*, paid; *say*, said. *Say* has the vowel modified also (See Sect. 154 in the list).

#### ADVERBS.

166. An Adverb is a word joined to Verbs, Adjectives, or Adverbs, to qualify them in some way, or to specify some circumstance about them; as, 'a *very* clever boy,' 'she walks *fast*,' 'he runs *well*,' 'he writes *carefully*,' 'when did you come?' In the first sentence *very* is joined to *clever*, and qualifies it, and thus is an Adverb: so *fast* qualifies *walks*; *well* qualifies *runs*, and so forth.

#### EXERCISE XXXVIII.

 \* Write out the following sentences, and underscore the Adverbs:—

The wind blows terribly. The sun shines mildly. The stars shine brightly. The world is very large. The snow is exceedingly deep. The grass is quite green. The boys swim badly. The ball went far beyond the wall. The eagle flies exceedingly high. The lark sings beautifully. I am rather tired. Where is the boy?—He is somewhere about the house; perhaps he is up stairs.

<sup>b</sup> Insert the Adverbs which are omitted in the following sentences:—

The violet smells \_\_\_\_\_. Glass is \_\_\_\_\_ brittle. Sheep are \_\_\_\_\_ useful. The sun shines \_\_\_\_\_. Well-baked bread is \_\_\_\_\_ wholesome. The invalid walks \_\_\_\_\_. Meat is \_\_\_\_\_ nutritious. Vegetables are not \_\_\_\_\_ nutritious, \_\_\_\_\_ meat. Do you like cherries \_\_\_\_\_? The exercise is \_\_\_\_\_ written. I \_\_\_\_\_ saw such bad writing. Young people should rise \_\_\_\_\_.

## PRINCIPAL KINDS OF ADVERBS.

167. Adverbs mostly belong to one of the following classes :—

(1.) *Adverbs of Time.*

To-day, To-morrow, Yesterday, Early, Late, Before, After, Ere, Soon, Now, Presently, Immediately, Directly, At once, Next, Once, Then, When, Ago, While, Whilst, Whilome, &c.

(2.) *Adverbs of Place.*

Here, There, Hence, Thence, Whence, Above, Below, Yonder, Far, Wide, Near, Within, Without, Forth, Forwards, Backwards, Sideways, Longways, Right, Left.

(3.) *Adverbs of Number.**A. Multiplicative Adverbs.*

Once, Twice, Thrice, Four times, &c.

*B. Ordinal Adverbs.*

Firstly, Secondly, Thirdly, Fourthly, Fifthly, and so on.

(4.) *Adverbs of Manner.*

Well, Ill, Slowly, Politely, Quickly, Patiently, Richly, Poorly, Cleverly, Wisely, Stupidly, Sweetly, How, &c.


(5.) *Adverbs of Degree.*

Very, Highly, Excessively, Exceedingly, Almost, Quite, Enough, Extremely, Nearly, Especially, Extraordinarily, Scarcely, How.

(6.) *Adverbs of Affirmation or Negation.*

Yes, Yea, Aye; Not, No, Not-at-all.

## EXERCISE XXXIX.

 Write out the following sentences, and over each Adverb write what it is. Thus :— A. D. (*i.e.* Adv. of Degree.)  
Very.

Where are you going? He went immediately. He has long been ill. He seldom pays us a visit now. He was here lately. Scarcely had the family left the house when the roof fell in. Suddenly it became cloudy. I commonly rise before seven o'clock. They were not ready soon enough. He receives weekly thirty shillings. He nearly lost his situation. The Edinburgh Review comes out quarterly. He walks daily in the garden. He is always very happy to see us.

#### DEGREES OF ADVERBS.

168. Some Adverbs are compared in the same way as Adjectives by adding *er* for the Comparative, and *est* for the Superlative. Thus, *often, oftener, oftenest; soon, sooner, soonest*; These, however, are words which were originally Adjectives. Adverbs are also compared by *more* and *most* prefixed, as *wisely, more wisely, most wisely*.

Some of the common Adverbs are Comparatives or Superlatives. Thus, Comparatives, *ere, after, more*; Superlatives, *next, first, most*.

#### CONJUNCTIONS.

169. A Conjunction is a word which joins words, clauses, or sentences together. Thus, 'James *and* George,' '*both* the secretary of the society *and* the treasurer,' 'he will go, *but* I shall remain here.'

170. The following is a list of separate Conjunctions, or words used as Conjunctions:—


Also, And, Although, As, Because, Besides, But, Else, Ever, Except, For, Further, Furthermore, Hence, However, If, Likewise, Moreover, Nevertheless, Nor, Notwithstanding, Or, Save, Since, Than, That, Then, Therefore, Though, Too, Unless, When, Whereas, While, Yet.



171. The following is a list of the Correlative Conjunctions,—that is, Conjunctions which answer or correspond to one another :—

Although, *or* Though—yet ; Both—and ; Either—or ; Neither—nor ; Not only—but, *or* but also ; So—as ; Whether—or.

#### EXERCISE XL.

 Write out the following sentences, and underscore the Conjunctions :—

Although it rained so heavily, yet he came. The winter has been neither wet nor cold. Not only the boys, but the girls also came. No sooner had the family left, than the roof fell in. He wrote it so as to be read. Whether you go or not, I shall. Both James and George fell from their horses. I doubt not but that you will like it when you have tried it. Write either the one or the other. A garden is not only pleasant, but useful. We have both cherry-trees and apple-trees in our garden.

#### INTERJECTIONS.

172. An Interjection is a word which expresses some feeling or wish. Thus, '*Ah!* it was very unfortunate.' '*Bravo!*' '*Well done!*'

173. The following is a list of Interjections, or words used as Interjections :—

Ah ! Ah me ! Aha ! Alas ! Alack ! Away ! Begone ! Bravo ! Dear me ! Eh ? Fie ! Ha ! Halloo ! Hark ! He ! Heigh ! Hey-day ! Hist ! Ho ! Hoy ! Holla ! Hullo ! Hurrah ! Hush ! Lo ! O ! Oh ! Oh dear ! Pooh ! Pooh-pooh ! Psha ! Tush !



SECT. II.—THE FORMATION OR DERIVATION  
OF WORDS.

174. Words are either Roots or Derivatives.

175. Roots are words which we cannot trace back to any simpler words as their origin, but are themselves the ultimate form.

176. A word in this ultimate or simple form is treated as a Root, whatever part of speech it may be.

The Strong Verbs are nearly all Roots, and Nouns and Adjectives are derived from them. Thus, *weave* is a Root, and the Noun *woof* is derived from it; *fill* is a Root, and the Adjective *full* is derived from it.

It is often difficult to say whether the Noun has been derived from the Verb, or the Verb from the Noun.

177. Derivatives are either Primary or Secondary.

178. Primary Derivatives are made by an *internal* change. Hence they are called Strong Derivatives.

179. Secondary Derivatives are made by an *external* addition. Hence they are called Weak Derivatives.

180. Thus the two classes of Derivatives correspond to the two classes of Verbs, Strong Verbs and Weak Verbs.

## PRIMARY DERIVATIVES.

181. Primary Derivatives are formed from *Roots*. (1.) By changing or modifying the *radical* vowel; or, (2.) By changing or modifying

the last consonant; or, (3.) By changing or modifying both the radical vowel and the last consonant; or, (4.) By prefixing a strengthening letter (*s* or *t*).

182. The change or modification of the vowel in Primary Derivatives is similar to that which is seen in the Past Tense of the Strong Verbs, or Verbs of the old formation. Thus—

ROOT.	PAST.	PRIM. DERIV.
i	ou	o
Bind	Bound	Bond

183. Sometimes the vowel is only shortened, as *brēathe*, *brēath*.

184. The change or modification of the last consonant is of three kinds. It is either, 1. changed to another consonant of the same kind, as *dig*, *dike*, where *g* becomes *k*; or, 2. it is expanded into a fuller sound, as *dig*, *ditch*, where *g* becomes *tch*; or, 3. there is a change in sound only, as *rise* (= rize), *rise* (= rice).

### 185. VERBS.

#### (1.) *Vowel modified.*

Drop, *Droop*; Fall, *Fell*; Rise, *Raise*, *Rouse*; Sit, *Set*; Rest, *Roost*; Shrive, *Shrove* [an old word meaning to join in the festivities of Shrove-tide]; Chip, *Chop*; Din, *Dun*.

#### (2.) *Consonant modified.*

Stick, *Stitch*.

#### (3.) *Vowel and consonant modified.*

Wake, *Watch*; Drink, *Drench*; Cling, *Clench*; Wring, *Wrench*; Hook, *Hitch*.

(4.) *Strengthening letter prefixed.*

Mash, *Smash*; Lash, *Slash*; Plash, *Splash*; Wag, *Swag*; Dun, *Stun*; Whirl, *Twirl*, *Swirl*.

## 186. NOUNS.

(1.) *Vowel modified.*

[*Vowel shortened.*] Bite, *Bit*; Gāpe, *Găp*.

[*Vowel changed.*] Drive, *Drove*; Strike, *Stroke*; Sing, *Song*; Deal, *Dole*; Lear-n, *Lore*; Sneak, *Snake*; Let, *Lot*; Bless, *Bliss*; Bleed, *Blood*; Feed, *Food*; Bear, *Bier*; Tell, *Tale*; Sell, *Sale*; Gild, *Gold*; Shine, *Sheen*; Deem, *Doom*; Click, *Clock*; Chop, *Chap*; Len(d), *Loan*; Sit, *Seat*; Tip, *Top*.

(2.) *Consonant modified.*

Dig, *Ditch*; Speak, *Speech*; Rise, *Rise*; Wreathe, *Wreath*; Strive, *Strife*; Behoove, *Behoof*; Gird, *Girth*; Lay, *Law*; Say, *Saw*.

(3.) *Vowel and consonant modified.*

Weave, *Woof*; Live, *Life*; Breathe, *Breath*; Break, *Breach*; Hold, *Hilt*; Lose, *Löss*.

## 187. ADJECTIVES.

(1.) *Vowel modified.*

Fill, *Full*; Shine, *Sheen*; Heal, *Hale*; Heat, *Hot*; Rud [an old word whence *Ruddy*], *Red*; String, *Strung* [*i.e.* *strung* up, *nerved*]; Wring, *Wrung* [*i.e.* *wrung* from the right course, not right, or straight, but *a-wry*]; Flit, *Fleet*.

(2.) *Consonant modified.*

Loathe, *Loth*.

(3.) *Vowel and consonant modified.*

Wis, *Wise*; (*Wis* appears in the Past Tense in the phrase *he wist not*); love, *lief*.

188. Many Primary Derivatives, however,

exhibit no change of vowel or consonant; but are the same as the Roots. Thus, from *to praise* we have the Noun *praise*; from *to catch*, the Noun *catch*; from *to fall*, the Noun *fall*; from *to wit* (= to know), the Noun *wit*, and so on.

189. Among Primary Derivatives are reckoned also words which are applied as Verbs, &c., though at a second remove from the Root, but yet not changed from the first derivative form. Thus, from *house* we have the Verb *to house*.

190. Generally where the Verb and the Noun are the same in form, that is, are spelt the same, the consonant is pronounced hard in the Verb and soft in the Noun; so, *strive*, *strife*; *house*, *house*.

## SECONDARY DERIVATIVES.

191. Secondary Derivatives are formed by affixes made to the Roots; as *robber*, *sailor*, *liar*, *sluggard*, *weakness*, *mighty*, *godlike*, *fearful*.

192. Affixes are, either mere terminations, as *er*, *or*, *ar*, *ard*, *ness*, *y*, *ish*, &c., or distinct words which have come to be used as affixes; as *like*, *ful*, *some*, *ship*, in such words as *warlike*, *fearful*, *darksome*, *consulship*.

193. In Secondary Derivatives formed by these affixes, the vowel is very often modified, as *long*, *length*; *broad*, *breadth*.

194. Secondary Derivatives may be Verbs, Nouns, Adjectives, or Adverbs.

## VERBS.

195. (1.) Verbs are formed by the termination *en*. As *strength-en*, *weak-en*, *sojourn-en*, *light-en*, *deep-en*, *list-en*, *hearken-en*.

These are formed from either Nouns or Adjectives.

They may be divided into three classes.

FIRST CLASS. merely <i>en</i> added.	SECOND CLASS. Consonant doubled.	THIRD CLASS. <i>e</i> dropped.
Dark-en	Glad-d-en	Whit-en
Sharp-en	Mad-d-en	Rip-en
Sick-en	Fat-t-en	Chast-en
Hard-en	Red-d-en	Loos-en
Length-en		Lik-en
Stiff-en		Wid-en

(2.) By the termination *ish*. As *vanguardish*, *burnish*, *ravish*, *famish*.

(3.) By the termination *le*. As *wade* (fr. *wade*), *shuffle* (fr. *shove*), *startle* (fr. *start*), *pad-d-le* (fr. *pad*), *scuff-le* (fr. *scuff*), *nibble* (fr. *nibble*), *dribble* (fr. *drip*), *set-t-le* (fr. *set*), *crack-le* (fr. *crack*), *hand-le* (fr. *hand*), *wring* (fr. *wring*).

## NOUNS.

## 196. PERSONS.—

(1.) Masculine Agents are formed by the termination *er*. They are divided into three classes.

1.	2.	3.	4.
Talk-er	Job-b-er	Writ-er	Fli-er
Thatch-er	Plod-d-er	Us-er	Carri-er
Wash-er	Swim-m-er	Trad-er	Copi-er
Ring-er	Win-n-er	Jok-er	Cri-er
Mow-er	Stop-p-er	Rul-er	Pri-er
Ditch-er	Hat-t-er	Bak-er	Dri-er



In the first class the *er* is simply affixed : in the second, the last consonant is doubled also : in the third, the *e* of the verb is dropt : in the fourth, *y* becomes *i*.

Words with this termination do not always denote a Masculine agent, but sometimes an instrument ; as, *nut-crack-er*, *fett-er* (fr. *foot*), *break-er*.

(2.) By the termination *yer* and *iour*. As *bow-yer*, *saw-yer*, *law-yer*. These are words ending in *w* ; but not all words in *w* take *yer*, for we have *hew-er*, *draw-er*, *mow-er*, and others like them. (In *iour*), *pav-iour*, *sav-iour*. These are all words ending in *v* ; but not all words ending in *v* take *iour*, for we have *grav-er*, *shav-er*, &c.

(3.) By the termination *ier*. As *hos-ier*, *cloth-ier*, *spur-r-ier*, *bar-r-ier*, *braz-ier*, *glaz-ier*, *fur-r-ier*, *cloth-ier*, *coll-ier*.

In *glazier*, *collier*, and *clothier*, a modification of the word takes place besides.

Words of French origin with this termination, are such as *financier*, *grenadier*, *court-ier*, *brigadier*, &c.

(4.) By the termination *eer*. As *chariot-eer*, *musket-eer*, *engin-eer*, *gazett-eer*, *garret-eer*.

(5.) By the termination *ar*. As *li-ar*, *templ-ar*, *schol-ar*, *beg-g-ar*, *lub-b-ar* (also *lubber*).

(6.) By the termination *ard*. As *lag-g-ard*, *nig-g-ard*, *slug-g-ard*, *poll-ard*, *stand-ard*, *cow-ard*, *dast-ard*.



This termination is the same as the preceding one, *ar*, only strengthened by the letter *d*, as such words as *sal(t)*, *soun(d)*, *fel(t)*, and *tyran(t)*, are.

(7.) By the termination *ster*. As *pun-ster*, *drug-ster*, *trick-ster*, *whip-ster*, *malt-ster*, *game-ster*, *young-ster*, *uphol(d)-ster* (now commonly *uphol-ster-er*, with a double termination).

This is a numerous class of words. Some of them have gone out of common use, and are known now only as Proper Names; such as *Web-ster* (= weaver), *Kemp-ster* (= comber), and some others.

*Baxter* or *Bag-ster* (= bagman).

*Barrister* has an *i* inserted as a connecting vowel, and the *r*, of course, is doubled.

(8.) By the word *man* affixed. As *tin-man*, *dust-man*, *coach-man*, *wood-man*, *plough-man*.

Sometimes a word has the termination *er*, and *man* also. As *fish-er-man*, *light-er-man*.

Sometimes we have a word in *er*, and one in *man*, from the same root. As *tin-n-er* and *tin-man*. We have also *tink-er* from the same root.

So also *hunt-er* and *hunt-s-man*.

Frequently a euphonic *s* is inserted. As in *hunt-s-man*, *seed-s-man*, *back-wood-s-man*, *steer-s-man*, *sport-s-man*, *handi-craft-s-man*, *sword-s-man*.

The Feminine *woman* and *maid* are added in the same way in *char-woman*, *house-maid*, *milk-maid*, &c.

197. (1.) Feminine Agent Nouns are formed by the termination *ess*. As *lion-ess*, *heir-ess*, *god-d-ess*.

(2.) By the termination *stress* (= *ster-ess*). As *song-stress*, *semp-stress*.

(3.) By the termination *ine*. As *hero-ine*.

(4.) By the word *woman* or *maid* affixed. As *char-woman*, *work-woman*, *milk-maid*.

Sometimes with the termination *er* also. As *wash-er-woman*.

#### DIMINUTIVES.

(1.) Diminutives are formed by the termination *kin*. As *lamb-kin*, *pip-kin*, *man-ni-kin* (the *ni* is only a euphonic insertion; = *man-kin*).

(2.) By the termination *ling*. As *under-ling*, *gos-ling* (= *goose-ling*), *duck-ling*, *found-ling*, *dar-ling* (= *dear-ling*), *suck-ling*, *gray-ling*.

(3.) By the termination *ock*. As *hill-ock*, *bull-ock*.

(4.) By the termination *let*. As *ring-let*, *stream-let*, *brook-let*.

#### ABSTRACT NOUNS.

198. Abstract Nouns are those which denote the state, quality, condition, or character of any thing: thus, *truth* is "the being true;" *nobleness*, "the being noble."

Very many Abstract Nouns may be applied from the quality or condition, to those who

possess the quality, or are in the condition; sometimes an Abstract Noun may be applied to *one* person; but, generally, it is applied to the *whole body* of those who possess the quality, or are in the condition, specified.

199. The word *youth* will exemplify all three uses :

(1.) *The youth of the king was a disadvantage.*—Here *youth* means *youthfulness*.

(2.) *The British youth are distinguished for their sense of honour.* Here *youth* means the *whole body of those who are young*, the young men.

(3.) *The youth came to town yesterday.*—Here *youth* means a person in the state of youthfulness or youth, a *young man*.

200. Abstract Nouns are formed by the following terminations: *ness, y, ery, th, t, hood, head, ship, dom, ing*.

(1.) By the termination *ness*. As *dark-ness, thick-ness, busi-ness, thin-ness, sage-ness, like-ness, sacred-ness, wit-ness*.

This termination denotes, generally, the quality of a thing, *the being so-and-so*; as *dark-ness*, “the being dark;” *sacred-ness*, “the being sacred,” &c.; but not always, as in *wit-ness* (fr. *wis* or *wit*, “to know”), which is either the person *witnessing*, or the thing *witnessed*.

(2.) By the termination *y* and *ery*. As *flatter-y, rob-b-ery, cook-ery, butch-ery, droll-ery, mock-ery, nun-n-ery, &c.*

Words with these terminations denote, 1. either the abstract notion of an action (as *flatter-y*, *rob-b-ery*; or a particular action; so we speak of *a robbery*, as well as of *robbery*, abstractedly); or, 2. The notion of a condition or profession, as *slav-ery*; or, 3. A place, as *rook-ery*, *nurs-ery*, *brew-ery*, *pig-g-ery*. These last are not Abstract Nouns at all.

(3.) By the termination *th*. As *heal-th* (fr. *hale*), *leng-th* (fr. *long*), *streng-th* (fr. *strong*), *mir-th* (connected with *merry*), *dea-th* (fr. *die*), *tru-th*, (fr. *true*, and connected with the Verb *trou*, meaning *to know*), *you-th* (a softened form of *young-th*), *ru-th* (fr. *rue*, and seen in the Adjective *ruth-less*), *grow-th* (fr. *grow*), *steāl-th* (fr. *steāl*), *dear-th* (fr. *dear*).

This termination denotes *the being so-and-so*; as *heal-th*, “the being *hale*;” *streng-th*, “the being *strong*.” But sometimes also *the thing which is so-and-so*; as *truth* denotes not only *true-ness*, or “the being true,” but also “that which is true.”

(4.) By the termination *t*. As *sigh-t* (fr. *see*), *migh-t* (fr. *may*), *flight* (fr. *fly*), *height* (fr. *high*), *weigh-t* (fr. *weigh*), *shif-t*, (fr. *shape*), *gif-t* (fr. *give*), *thef-t* (fr. *thieve*), *drif-t* (fr. *drive*), *fros-t* (fr. *freeze*), *drough-t* (fr. *dry*).

This termination is only a variation of *th*.

We had formerly *high-th*, *low-th*, *leng-th*, *bread-th*, and *dep-th*. We have now lost two of them. *High-th* (which is the word always



used by Milton), has become *heigh-t*, and *low-th* has gone out of use altogether.

In the words *sight*, *might*, &c. the *gh* belongs to the root, and is lost or disguised in the Verbs. *Y*, in *may* and *fly*, represents a *g*-sound, which is seen, though not heard, in *fligh-t* and *migh-t*.

(5.) By the termination *hood*. As *man-hood*, *hardi-hood*, *priest-hood*, *child-hood*, *live-li-hood*, *false-hood*.

This termination denotes *state* or *character*; thus, *man-hood*, the state of being a man; *false-hood*, the character of being false; and hence a thing which has the character of being false, *a* falsehood; *priest-hood*, the state of being a priest; and hence the body of those who are in the state of being priests, *the* priest-hood, = the priests.

(6.) By the termination *head*. As *God-head*.

This is only a variation of *hood*.

(7.) By the termination *ship*. As *lady-ship*, *hard-ship*, *friend-ship*, *town-ship*, *general-ship*.

The termination *ship* is from the Verb "*to shape*," the original meaning of which is *to make* (which sense is still seen in the word *shapen*, in the Bible, Psalm 51).

(8.) By the termination *dom*. As *king-dom*, *earl-dom*, *martyr-dom*, *christen-dom* (= christian-dom), *heathen-dom*, *duke-dom*, *free-dom*, and its opposite, *thral-dom*.

(9.) By the termination *ing*. As *read-ing*, *speak-ing*, *run-n-ing*, *rid-ing*.

These are called Verbal Nouns, because they are formed from the Verb. They have the same termination as the Incomplete Participle. They denote the *doing* of an action.

201. Many Nouns are formed also by the terminations *ric*, *age*, *d*, *ow*, *en*, *et*.

(1.) By the termination *ric*. As *bishop-ric*.

(2.) By the termination *age*. As *bond-age*, *carri-age*, *wharf-age*, *pound-age*, *pass-age*, *bag-g-age*, *broker-age*, *us-age*.

(3.) By the termination *d*. As *see-d* (fr. *sow*), *dee-d* (fr. *do*), *floo-d* (fr. *flow*), *bran-d* (fr. *burn*).

(4.) By the termination *ow*. As *wind-ow*, *shad-ow* (fr. *shade*), *bar-r-ow* (fr. *to bear*), *mead-ow* (fr. *mead*).

[In the words *sorrow*, *morrow*, *tallow*, *follow*, *hallow*, and some others, the *ow* represents a *g*, which is seen in German, where the corresponding words are *sorge*, *morgen*, *talg*, *folgen*, *heiligen*.]

(5.) By the termination *en*. As *ward-en* (fr. *ward*, = *guard*), *heav-en* (fr. *heave*), *gard-en* (connected with *yard*), *burth-en* (connected with *bear*), *maid-en* (fr. *maid*).

(6.) By the termination *et*. As *wick-et*, *thick-et*, *rack-et*, *wall-et*, *mall-et* (*mall* is used by old writers), *mark-et*, *tick-et*.



## ADJECTIVES.

202. Adjectives are formed by the terminations *y*, *en*, *ish*, *like*, *ly*, *some*, *full*, *less*, *able*, *ed*, *ward*, *th*, and *ty*.

(1.) By the termination *y*, or *ey*, if following a *y*. As *might-y*, *head-y*, *rain-y*, *flower-y*, *luck-y*, *tid-y*, (fr. *tide*, meaning 'season;' *tidy*, meaning *seasonable*, or *fitting*), *stead-y*, *stick-y*, *angr-y* (fr. *anger*), *clay-ey*.

(2.) By the termination *en* or *n*. As *lead-en*, *gold-en*, *silk-en*, *leather-n* (= *leather-en*), *braz-en*, *bar-r-en* (fr. *bare*), *sull-en* (fr. *sulk*), *oft-en*,\* *souther-n*, *norther-n*, *easter-n*, *wester-n*.

Adjectives with this termination for the most part denote the material of which anything is made. They were formerly more numerous than they are now. *Cedar-n*, *tree-n*, *silver-n*, were in use. Now we use the Nouns *cedar*, *silver*, &c. as Adjectives.

(3.) By the termination *ish*. As *slav-ish*, *thiev-ish*, *squeam-ish*, *wasp-ish*, *knave-ish*, *green-ish*, *Gaul-ish*, *Engl-ish*, *Rom-ish*.

This termination is used in three ways; 1. In the same sense as the termination *y*; 2. In a Diminutive sense, as in *red-d-ish*, *black-ish*,

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\* *Often* is clearly an Adjective in *often-times*, so *oft* in *oft-times*. So it is used by the old writers, frequently by Jeremy Taylor: "thine often infirmities," is no mistake, but *was*, at any rate, a correct expression. *Soon*, also, was formerly an Adjective; so was *seldom*.

*wild-ish, green-ish, thin-n-ish, rough-ish* ; 3. In proper names, as *Gaul-ish*.

(4.) By the termination *like*. As *lady-like, gentleman-like, god-like, child-like, war-like, court-like*.

Words of this class may be called Compounds, being, in fact, compounded with the word *like*.

(5.) By the termination *ly*. As *gentleman-ly, man-ly, woman-ly, god-ly, king-ly, ear-ly* (connected with *ere* and *erst*), *flesh-ly*.

This *ly* is only a softened form of the preceding termination *like*.

(6.) By the termination *some*. As *game-some, dark-some, win-some, delight-some, full-some, buck-some* (spelt *buxom*), *hand-some, glad-some, mettle-some*.

This termination denotes the possession of some quality.

(7.) By the termination *ful*. As *fear-ful, tear-ful, fruit-ful, fright-ful, delight-ful*.

Words of this sort are, in fact, compounded with the word *full*. *Fearful*, = full of fear.

(8.) By the termination *less*. As *law-less, sense-less, tear-less, hope-less, fear-less*.

This termination denotes the absence of a thing : as *lawless* = without law.

(9.) By the termination *able*. As *eat-able, drink-able, suit-able*.

This termination implies possibility.

(10.) By the termination *ed*. As *wretch-ed*,

*rag-g-ed, rug-g-ed*. This termination abounds especially in Compounds, as *neat-hand-ed, golden-wing-ed*. See Sect. 212.

This termination is the same in meaning as the first, *y*.

(11.) By the termination *ward*. As *to-ward, fro-ward, down-ward, awk-ward* (fr. *awk*, an old word meaning *left*): *awkward* is *left-handed*, the opposite of *dexterous*, which means *right-handed*.

The termination *ward* implies *direction*: *to-ward*, "in the direction to."

(12.) By the termination *th*. As *four-th, six-th, seven-th, fif-th, eigh-th*. Adjectives with this termination are all Ordinal Numerals.

(13.) By the termination *ty*. As *for-ty, six-ty, twen-ty* (= *twain-ty*), *thir-ty* (= *three-ty*). *Ty* means *ten*: thus, *thirty* = *three-tens*.

#### ADVERBS.

203. Adverbs are formed by the terminations *ly, ce, st, wise, ways, and times*.

(1.) By the termination *ly*. As *bad-ly, cool-ly, sober-ly, ful-ly, week-ly*.

(2.) By the termination *ce*. As *on-ce, twi-ce, thri-ce*.

(3.) By the termination *st*. As *whilst*. So the prep. *among-st* (fr. *among*), *amid-st* (fr. *amid*).

(4.) By the words *wise, ways, times*. As *other-wise, al-ways, four-times*.

The word *wise* is another form of *guise*, and is not the same as *ways*, the plural of *way*.

## PREFIXES.

204. Derivatives are formed also by Prefixes, that is, by inseparable particles prefixed to words.

(1.) By the Prefix *a*. As (VERBS) *a-rise*, *a-rouse*, *a-wake*, *a-shame*, *a-wait*. (ADVERBS) *a-broad*, *a-shore*, *a-loft*, *a-head*, *a-board*.

This Prefix, *a*, is often *equivalent* to the word *on*, as in *ashore*, *aboard*, (= on shore, on board); but it is not always *equivalent* to it, as in *a-loft*, and *a-head*, and must not be confounded with it. In this sense, *a* is used in such phrases as *to go a-hunting*, *a-fishing*, &c.

(2.) By the Prefix *be*. As (VERBS) *be-speak*, *be-have*, *be-spread*, *be-take*, *be-smear*, *be-labour*, *be-spatter*, *be-friend*; (ADVERBS) *be-neath*, *be-fore*, *be-side*, *be-times*, *be-cause*, *be-tween*.

This Prefix signifies, in Adverbs, *by*; as *be-cause*, = *by-cause*; *beside*, = *by the side of*.

(3.) By the Prefix *un*. As *un-do*, *un-make*, *un-just*, *un-like*, *un-wisely*.

*Un* is a negative, and means "not."

*Un* is prefixed to Saxon or Latin words; *in*, the Latin negative Prefix, only to Latin words. We may say *un-just*, or *un-certain*, as well as *in-justice*, or *in-secure*, but not *in-like*, or *in-wise*.

(4.) By the Prefix *mis*. As *mis-take*, *mis-be-have*, *mis-lead*, *mis-rule*, *mis-conduct*.

This termination implies wrongness or error.



(5.) By the Prefix *for*. As *for-give*, *for-get*, *for-bid*, *for-bear*, *fore-go*, *fore-fend*, *for-lorn*.

This Prefix has a negative meaning: it implies absence or loss. It is sometimes spelt *fore*, as in *fore-go*, *fore-fend*, but must not be confounded with the *fore* which is seen in *before*, *fore-tell*, *fore-know*, &c.

(6.) By the Prefix *gain*. As *gain-say*, *gain-stand* (used by Sidney, though not used now), *gain-strive* (used by Spenser, though not used now).

This Prefix, *gain*, implies opposition, and is equivalent to *against*, which is a Derivative from *gain* (Germ. *gegen*). The Verb *to gain* (= *get* or *win*), is quite another word, and must not be confounded with the Prefix *gain*.

(7.) By the Prefix *fore*. As *fore-tel*, *fore-shew*, *fore-know*, *fore-cast*.

This termination is equivalent to *before*, or *beforehand*, which are Derivatives from *fore*.

(8.) By the Prepositions and Particles, *out*, *over*, *under*, *up*, *with*, *back*. As *out-do*, *over-take*, *over-reach*, *under-stand*, *under-bid*, *up-set*, *up-turn*, *with-stand*, *with-hold*, *back-slide*.

#### COMPOUNDS.

205. When two words related to one another are united into one word, the word is called a Compound word; thus, the two words *horse* and *shoe* make the Compound word *horse-shoe*.

206. The unity of the word is shewn in

speaking, by the accentuation. The principal accent falls on one word, and the other loses its accent as a *distinct* word. Thus, in *horse-shoe*, *horse* has the principal accent, and *shoe* loses its full accent, and has only a subordinate one.

207. Compound words may contain several components; thus, *handicraftsman* contains three words, *hand*, *craft*, *man*, which are the component parts of the Compound word.

208. The parts of a Compound may be different parts of speech. They may be two Nouns, as *horse-shoe*, *steam-boat*, *coach-box*, *medicine-bottle*, *letter-carrier*, &c.

209. Or they may be Adjective and Noun, as *handi-work*, *moss-covered*, *holi-day*.

Or Adjective and Verb, as *vouch-safe*. Or two Adjectives, as *golden-feathered*. Or Adverb and Adjective, as *never-failing*, *ever-lasting*.

210. Or two Adverbs, or Prepositions, or other particles, as *here-after*, *here-of*, *whereabouts*.

211. Compound words consisting of an Adjective and a Noun often take the termination *ed*, as from *neat* and *hand*, the Compound *neat-handed*; so *blue-eyed*, *bright-haired*; the termination means *having* or *endued with*. This class of Compounds is very numerous, especially in poetry.


212. It has been said above, that two words, by being compounded, have their accentuation affected. The principal word receives the principal accent, and the subordinate word has a



subordinate accent, or none at all. Thus *wáre-house* becomes *wárehoûse*, *boát-mán* becomes *boátman*. So much is this the case, that sometimes a word loses one of its letters, when thus made subordinate: thus, *faíth-fúll* (that is, full of faith), becomes *faíth-fûl*; and all other Compounds of *full* in the same way.

213. Thus also the words *partaker* (= *part-taker*), *shepherd* (= *sheep-herd*), and *pastime* (= *pass-time*), lose their full form, when they lose their full accentuation.

#### EXERCISE XLI.

 Let the Pupil write out the following words, with the meaning of each, otherwise and fully expressed:—

Mid-night, Low-browed, Sweet-briar, Hedge-row, Sunshine, Sunset, Woodnotes, Earthquake, Woodland, Never-failing, Noon-day, Moonshine, Yew-tree, Smooth-shaven, Cream-bowl, Daylabourer, Bright-haired, Shower-drop, Foot-step, Upstairs, Truth-loving, Mankind, Husband, Warehouse, Hothouse, Green-house, Olive-grove, Golden-winged, Out-watch, Overstep, Undersell, Upland, Steadfast, Incense-breathing, Many-twinkling, Love-prompted, Neat-handed, Air-balloon, Sea-sick, Horse-dealer.

214. The importance of attending to the analysis of English words will be seen at once from the following list, in which the pupil should account for every syllable, and change of letter.

Hand-i-craft-s-man  
Sport-s-man-like  
Un-hand-some-ness  
Wear-i-some-ness  
Hard-heart-ed-ness  
Un-like-li-hood  
Un-be-com-ing-ly

Steng-th-en-er  
Un-wit-t-ing-ly  
Un-clean-li-ness  
Un-sigh-t-li-ness  
Mis-do-ing-s  
Short-com-ing-s  
Un-wear-i-ed-ly

## FRENCH, LATIN, AND GREEK DERIVATIVES.

215. The following are the principal terminations of English words derived from the French, Latin, or Greek. The French and Latin terminations are generally the same: they are put together.

## VERBS.

216. (1.) Verbs are formed by the termination *ize* or *ise*. As *epitom-ize*, *Anglic-ize*, *German-ize*, *bapt-ize*.

(2.) By the termination *ate*. As *agit-ate*, *extenu-ate*, *elev-ate*.

## NOUNS.

## 217. PERSONS.

(1.) Masculine Agent Nouns are formed by the termination *tor* or *sor*. As *ac-tor*, *rec-tor*, *ton-sor*, *contrac-tor*; and *thor* in *au-thor* (another form of *auc-tor*).

These Nouns may frequently be found by adding *or* to the English Verb; as *act*, *act-or*; *contract*, *contract-or*. They may also be explained by them; as *actor*, one who acts; *contractor*, one who contracts; *rector* and *tonsor* have no simple Verbs in English related to them by which they can be explained; but they come from Latin Verbs, *rego*, "to rule," and *tondeo*, "to shave;" so that *rector* means "a ruler," and *tonsor* "a shaver."

(2.) By the termination *aster*. As *poet-aster*, *grammatic-aster*.

These are diminutives and terms of contempt. *Poetaster* means "a poet in a very small way;" *grammaticaster*, "a very commonplace grammarian."

(3.) Feminine Agent Nouns are formed by the termination *trix*. As *administra-trix*, *execu-trix*.

These Nouns may be found by turning *tor* in the Masculine Nouns, into *trix*, as *execu-tor*, *execu-trix*.

#### 218. THINGS.

##### *Latin.*

(1.) Nouns are formed by the termination *ion*. As *reg-ion*.

(2.) By the termination *tion* and *sion*. As *na-tion*, *col-lec-tion*, *ac-tion*, *fac-tion*, *ab-lu-tion*, *di-vi-sion*, *con-fu-sion*, *in-tru-sion*, *vi-sion*.

(3.) By the termination *ty* or *ity*. As *uti-li-ty*, *digni-ty*, *qual-ity*, *ent-ity*.

(4.) By the termination *tude*. As *magni-tude*, *forti-tude*, *longi-tude*, *lati-tude*.

(5.) By the termination *nce* (*ance* or *ence*). As *di-lig-ence*, *de-pend-ence*, *con-flu-ence*, *ac-cept-ance*.

(6.) By the termination *ture* and *sure*. As *pic-ture*, *e-ra-sure*.

Nouns with these terminations are for the most part Abstract Nouns.

(7.) By the termination *ment*. As *monu-ment*, *tor-ment*, *oint-ment*.

(8.) By the termination *tory* (or *ory* added to

the English Verbs). As *direc-tory*, *in-ven-tory*, *con-sist-ory*.

### Greek.

219. (1.) Nouns are formed by the termination *ad* or *id*. As *Aene-id*, *Ili-ad*, *Dunci-ad*, *Tro-ad*.

Nouns of this class are generally names of poems, as *Aene-id*; or of districts as *Troad*.

(2.) By the termination *sm* (*asm* or *ism*). As *cha-sm*, *spa-sm*, *bapti-sm*, *pri-sm*.

Words with this termination denote the doing of an action, or the thing done. Thus, *baptism* implies the performing of the rite of baptism, or the rite performed.

(3.) By the termination *y*. As *anatom-y*, *apolog-y*, *geograph-y*.

This termination in Greek,  $\eta$  ( $\bar{e}$ ), answers to the English *ing*; thus, *geography* means *earth-describing*, or *earth-description*.

(4.) By the termination *sis* and *is*. As *analy-sis*, *cri-sis*, *em-pha-sis*.

This termination denotes strictly the doing of an action. Thus, *analysis* means *analysing*, or *decomposing*.

(5.) By the termination *ics*. As *class-ics*, *eth-ics*, *mathemat-ics*.

This termination is confined to the names of arts, sciences, and branches of literature; as *ethics*, the science of character; *mathematics*, the science of number and magnitude.

## ADJECTIVES.

220. (1.) By the termination *al*. As *fin-al*, *pap-al*, *frug-al*, *marti-al*, *reg-al*, *leg-al*, *episcop-al*, *diacon-al*.

(2.) By the termination *ic*. As *class-ic*, *polit-ic*, *hero-ic*, *polem-ic*, *sulphur-ic*, *nitr-ic*.

(3.) By the termination *ical* and *tical*. As *class-ical*, *naut-ical*, *pragmat-ical*, *pract-ical*, *cler-ical*.

(4.) By the termination *ar* and *ary*. As *ocul-ar*, *sol-ar*, *lun-ar*, *famili-ar*, *auxili-ary*, *mercen-ary*, *pendicul-ar*.

(5.) By the termination *id*. As *sol-id*, *vap-id*, *rap-id*, *torr-id*, *flacc-id*, *tim-id*.

(6.) By the termination *ile* and *tile*. As *flex-ile*, *rep-tile*, *vola-tile*, *serv-ile*, *host-ile*, *fut-ile*.

(7.) By the termination *ane*, *ene*, or *ine*. As *div-ine*, *mund-ane*, *terr-ene*, *ser-ene*, *mar-ine*.

(8.) By the termination *ose* or *ous*. As *verb-ose*, *ob-vi-ous*, *voraci-ous*, *marvel-l-ous*, *studi-ous*, *atroci-ous*, *dubi-ous*, *consci-ous*, *glob-ose*, *lacrym-ose*.

(9.) By the termination *tive* or *ive*. As *ac-tive*, *collec-tive*.

This termination is sometimes affixed to genuine English words, as in *talk-a-tive*.

(10.) By the termination *tory*, *sory*, or *ory*. As *con-firma-tory*, *cur-sory*, *corrobor-a-tory*, *direc-tory*.

(11.) By the termination *ible*. As *ed-ible*.

This termination corresponds to the English



*able*; and implies possibility: as *edible*, possible to be eaten, eat-able.

(12.) By the termination *nt* (*ent* or *ant*). As *e-vide-nt*, *e-leg-ant*, *ferve-nt*, *arde-nt*, *dilig-ent*.

#### PREFIXES.

221. (1.) Derivatives are formed by the Prefix *a* or *ab*, meaning *away* or *from*. As *a-vert*, to turn away; *ab-use*, to turn away from the right use.

(2.) By the Prefix *ad* (*ac*, *al*, *an*, *ap*, *as*, or *at*), meaning *to*. As *ad-vert*, to turn to; *ac-cede*, to come to.

(3.) By the Prefix *ante* (*anti*), meaning *before*. As *ante-date*, to date beforehand; *anti-cipate*, to take beforehand.

(4.) By the Prefix *circum* (*circu*) meaning *round*. As *circum-vent*, to come round; *circu-it*, going round.

(5.) By the Prefix *con* (*com*, *col*, *co*), meaning *with*. As *con-duce*, to bring together; *contract*, to draw together; *com-pose*, to put together; *col-lect*, to gather together; *co-eval*, of an age with (another).

(6.) By the Prefix *contra* (*counter*), meaning *against*. As *contra-dict*, to speak against; *contra-vene*, to go against; *counter-act*, to act against.

(7.) By the Prefix *de*, meaning *down*. As *de-scend*, to go down; *de-grade*, to step down.

(8.) By the Prefix *dis* (*di*, *dif*), meaning



*apart, away.* As *dis-sent*, to think differently; *dis-part*, to part different ways; *dif-fer*, to bear one one way and another another; *di-late*, to spread apart.

(9.) By the Prefix *ex* (*ef, e*), meaning *out*. As *ex-ceed*, to go out or *beyond*; *ef-fusion*, pouring out; *e-late*, to raise up.

(10.) By the Prefix *in* (*im, il, ir*), meaning *in* or *into*. As *in-tend*, *im-brue*.

(11.) By the Prefix *in* (*im, il, ir*), meaning *not*, corresponding to the English *un*. As *in-iquitous*, not equitable, unjust; *im-prudent*, not prudent; *il-legal*, not legal; *ir-regular*, not regular.

(12.) By the Prefix *inter*, meaning *between*. As *inter-vene*, to come between; *inter-cede*, to go between.

(13.) By the Prefix *intro*, meaning *to within*. As *intro-vert*, to turn within.

(14.) By the Prefix *ob* (*oc, of, op*), meaning *against*. As *ob-vious*, lying in any one's way; *oc-casion*, a chance falling in any one's way; *of-fer*, to put in any one's way, to present to any one; *op-pose*, to put in any one's way.

(15.) By the Prefix *per* (*pel*), meaning *through*, or *over*. As *per-spire*, to breathe through; *pel-lucid*, shining through.

(16.) By the Prefix *post*, meaning *after*. As *post-pone*, to put after; *post-date*, to date after.

(17.) By the Prefix *prae* or *pre*, meaning

*before.* As *pre-pare*, to get beforehand; *pre-mise*, to put before.

(18.) By the Prefix *pro*, meaning *forth*. As *pro-ject*, to cast forth; *pro-pound*, to put forth.

(19.) By the Prefix *praeter* or *preter*, meaning *by* or *past*. As *preter-mit*, to let pass by.

(20.) By the Prefix *re*, meaning *back* or *again*. As *re-turn*, to turn back; *re-cede*, to go back; *re-pay*, to pay back.

(21.) By the Prefix *retro*, meaning *backwards*. As *retro-grade*, to step back; *retro-cede*, to go back.

(22.) By the Prefix *se*, meaning *apart*. As *se-cede*, to go away or apart.

(23.) By the Prefix *sub* (*suc*, *suf*, *sur*), meaning *under* or *up*. As *sub-mit*, to put under; *succeed*, to come up; *suf-fer*, to bear up under.

(24.) By the Prefix *subter*, meaning *underneath*. As *subter-fluous*, flowing under.

(25.) By the Prefix *super*, meaning *over*, or *above*. As *super-fluous*, overflowing, unnecessary; *super-sede*, to set aside, be above.

(26.) By the Prefix *trans* or *tra*, meaning *beyond*. As *trans-gress*, to go beyond; *translate*, to remove; *tra-dition*, testimony handed down from one to another.

#### GREEK PREFIXES.

222. *An* or *a*, meaning *not*. As *An-archy*; *αν* (*an*), *without*; *αρχη* (*archē*), *government*; that is, absence of government, confusion.

*Amphi*, meaning *both* or *two*. As *amphibious*; ἀμφι (amphi) *both*; βίος (biōs), *life*; that is, living in both ways (on land and water).

*Ana*, meaning *up*. As *ana-tomy*; ἀνα (ana), *up*; τομή (tōmē), *cutting*; that is, a cutting up into parts, or dissecting. *Ana-lysis*; ἀνα (ana), *up* or *apart*; λύσις (lusis or lysis), *loosening*; that is, a dissolving, or resolving into separate parts.

*Anti*, meaning *against*. As *anti-pathy*; ἀντι (anti), *against*; πάθος (pathos), *feeling*; that is, a feeling against, or a repugnance to any thing. *Ant-agonist*; ἀντι (anti), *against*; ἀγωνιστής (agōnistēs), *a combatant*; that is, one fighting against another.

*Apo*, meaning *from*. As *apo-logy*; ἀπο (apo), *from*; λόγος *a speech*; that is, a speech turning off a charge from any one, a defence.

*Dia*, meaning *through*. As *dia-meter*; δια (dia), *though*; μέτρον (metron), *a measure*; that is, a line passing through any thing, so that the part on either side measures the same.

*Epi*, meaning *upon*. As *epi-taph*; ἐπι (epi), *upon*; τάφος (táphōs), *a tomb*; that is, an inscription on a tomb.

*Hyper*, meaning *over*. As *hyper-critical*; ὑπέρ (huper or hyper), *over*; κριτικός (crītikos), *critical*; that is, over-critical.

*Hypo*, meaning *under*. As *hypo-thesis*; ὑπό (hupo or hypo), *under*; θεσις (thesis), *a plac-*

*ing* ; that is, a principle laid down as the basis of an argument, a supposition.

*Meta*, meaning *beside*. As *meta-phrase* ; μετα (meta), *over* ; φρασις (phrasis), *wording* ; that is, a translation of any composition into different words. *Metamorphosis* ; μετα (meta), *over* ; μορφή (morphē), *form* ; that is, a changing over to another form.

*Para*, meaning *against*. As *para-dox* ; παρα (para), *against* ; δοξα (doxa), *appearance* ; that is, something appearing contradictory. *Para-phrase* ; παρα (para), *beside* ; φρασις (phrasis), *wording* ; that is, an explanation of a sentence or composition by additional words, and in a fuller manner. In a *metaphrase* the words are *changed* ; in a *paraphrase* the words may remain the same, but others are *added*.

*Peri*, meaning *round*. As *peri-cardium* ; περι (peri), *round* ; καρδια (kardia), *the heart* ; that is, the part round the heart.

*Syn* (*sym, syl*), meaning *with*. As *syn-tax* ; συν (syn), *with* ; ταξις (taxis), *arrangement* ; that is, arrangement together in order. *Sympathy* ; συν (sym), *with* ; παθος (pathos), *feeling* ; that is, feeling with any one, fellow-feeling.

## PART II.

## S Y N T A X.

223. SYNTAX teaches the construction of sentences.


224. A sentence is an assemblage of words, conveying a complete sense ; as *Time flies*.

225. Sentences are either simple or complex.

226. A simple sentence contains only one finite Verb ; as, *Perseverance surmounts difficulties. I wish to see him.*

227. A complex sentence consists of two or more sentences in combination ; and, therefore, must contain more than one finite Verb ; as, *Hannibal was defeated by the Romans, and was driven out of Italy.*

## EXERCISE XLII.

 Write out the following sentences, and underscore the simple sentences. The rest will be complex ones :—

We are pleased with the house. Where is the book ? The weather is severe. I have bought and read the book. I saw and commended the boy. The boy was delighted. His father had not seen him for six months. He had been abroad. The father had been abroad, and had not seen his son for six months.

228. Sentences are either principal or accessory.

229. A principal sentence is a sentence




which is not dependent on any other sentence ; as, *The boy throws the stone.*

230. An accessory sentence is a sentence which is dependent on another sentence ; as (*The boy throws the stone*) *that he may hit the tree.* "That he may hit the tree," is an accessory sentence, being dependent on the principal sentence, "*The boy throws the stone.*"

*Throws* is the principal Verb ; *may hit* is the accessory Verb.


## EXERCISE XLIII.

 Write out the following sentences, and underscore the accessory sentences :—

I went to London that I might see him. He asked me how I went. I told him that I had walked. I will see whether I can find the book. I wish that you may be able to find it speedily. James was delighted with the book which you gave him.

231. A phrase is a number of words conveying some meaning, but not a *complete* sense, because it contains no finite Verb ; as, *without doubt, beyond a question, as soon as possible, with all expedition.*

## EXERCISE XLIV.

 Write out the following sentences, and underscore the Phrases :—

He will come without delay. He writes with great expedition. The boy is clever, without doubt, but he is very idle. He will write as soon as convenient. He ran with all speed. She is coming in a great hurry.




232. The main parts of a sentence are the subject, the predicate, and the object.

233. The subject is that of which we are speaking, and, is always in the Nominative Case; as, *The boy runs.* *The boy* is the subject, and is Nominative to the Verb *runs*.

234. The predicate is the thing which we assert of the subject, and is either the Verb *to be*, and an Adjective, or something equivalent; or merely a Verb; as, *The boy is lazy.* *The boy* is the subject, and *is lazy* the predicate. So *The boy runs.* *The boy* is the subject; *runs* is the predicate.

235. The object is that which we affirm the subject to do or affect in any way; as, *The boy throws the stone.* *The stone* is the object to *throws*.

#### EXERCISE XLV.

 Write out the following sentences, and underscore the subject, doubly underscore the object, and enclose the predicate within brackets:—

The horse eats the corn. The corn delights the horse.  
The uncle bought the house. The house pleases the uncle.  
The boy wrote the letter. The letter pleased the father.  
The master frees the slave. The slave is exceedingly thankful.  
The boy learns the lesson.

236. The other parts of a sentence are called adjuncts.

237. Each word may have an adjunct, if necessary. Thus, *The boy throws the stone*, may be enlarged to *the STRONG boy IMMEDI-*

ATELY *throws the LARGE stone.* Here *strong*, *immediately*, and *large* are adjuncts, respectively, of *boy*, *throws*, and *stone*.

238. The following table will show the parts of a sentence, without and with adjuncts.

	<i>Subject.</i>	<i>Predicate.</i>	<i>Object.</i>
	The boy	Is-lazy.	
	The boy	Runs.	
	The boy	Throws	The stone.
<i>With Adjuncts.</i>	{ The strong boy    Immediately throws    The large stone.		

## EXERCISE XLVI.

Write out the following sentences, in the same form:—

<sup>a</sup> (*Without Adjuncts.*) The carpenter mended the chair.  
The bird flies. The surgeon is attentive. The patient recovers.  
The stone falls. The boy breaks the window.

<sup>b</sup> (*With Adjuncts.*) The surgeon is remarkably attentive.  
The patient speedily recovers. The large and heavy stone falls rapidly.  
The diligent boy almost always makes great progress.  
The good always love the good.

239. The construction of sentences depends upon the *agreement*, *government*, and *arrangement* of words.

240. AGREEMENT.—Words agree, when they correspond in Number, Gender, Person, or Case; as *He runs*. Here the Verb *runs* agrees with *he* in Number and Person.

241. GOVERNMENT. — One word governs

another, when it causes it to be in some particular Case or Mood ; as, *I saw her*. Here *her* is in the Objective Case, governed by the Active Verb *saw*.

242. ARRANGEMENT.—Words are properly arranged, when they are in such an order as to convey the sense intended ; as, *He alone is happy*. If we alter the arrangement, we alter the sense ; as, *He is happy alone*. This means something quite different.


## NOUNS.

### THE NOMINATIVE CASE.

243. RULE 1.—The Verb agrees with its Nominative in Number and Person.

EXAMPLES.—*I am* ; *He is*.—In the first example, *I* is the Pronoun of the *first* person, and must therefore be followed by *am*, which is the form of the first person of the Verb. In the second, *he* is the third person, and must have *is*, the third person of the Verb, to agree with it.

### EXERCISE XLVII.

 Insert within the parentheses the appropriate form of the Verbs *to have*, *to make*, *to be*, or *to speak* :—

#### TO MAKE.

The boy (            ) haste. The boys (            ) haste. I  
(            ) haste. Thou (            ) made a mistake. The  
Sovereign and the Parliament (            ) the laws. The  
passage over the Atlantic (            ) made within fourteen  
days.

## TO BE.

The Himalayan Mountains ( ) more than five miles high. This ( ) solitude. Thou ( ) busy. The laws ( ) executed by the Queen.


## TO SPEAK.

Thou ( ) wisely. Nature ( ) to man. Books ( ) the sentiments of the departed.

244. RULE 1. A.—Singular Nominatives, connected by *and*, require the Verb and Pronoun to be in the Plural.

EXAMPLES.—*England, Scotland, and Wales form Great Britain. To live moderately and to take exercise, are necessary to health.*—In the former sentence the *three* Nominatives, England, Scotland, and Wales, and in the latter, the *two* clauses, to live moderately, and, to take exercise, make a Plural, and therefore require the Verbs, *form* and *are*, to be so too.

## EXERCISE XLVIII.

 Fill up the parentheses with any appropriate Verb or Pronoun, and underscore the Nominatives :—

Caesar and Pompey ( ) great generals. Athens and Sparta ( ) the chief Grecian cities. Chronology and geography ( ) the eyes of history. To write legibly, to speak correctly, and to compose readily, ( ) useful arts : and ( ) can be acquired only by attentive practice. Demosthenes and Cicero ( ) the greatest orators of antiquity ; ( pr.) ( v.) left an imperishable name behind them. Cowardice and boasting, tyranny and obsequiousness, often ( ) each other, and wherever ( pr.) ( v.) found ( ) discover a base mind. Health, competency, and contentment, ( ) the best earthly felicity ; ( pr.), therefore, who ( v.) ( pr.) should value ( pr.).

245. RULE 1. B.—Singular Nominatives of the third person, separated by *or*, or its negative *nor*, require the Verb and Pronoun to be in the Singular.

EXAMPLE.—*Either John or his brother has your book.* In this sentence only *one* of them has the book, and *one* is Singular, therefore (Sect. 243) we must have *has*, the Singular form of the Verb. So, too, it must be, *neither John nor his brother has the book*; the construction not being affected by the negative.

#### EXERCISE XLIX.

¶ Fill up the parentheses with any appropriate Verb or Pronoun:

My friend or his cousin ( ) you every morning.  
 Neither astrology nor alchemy ( ) the name of a science.  
 He or Jane ( ) in the house. Neither cotton, silk,  
 nor tea ( ) produced in this country. To feel elated  
 on account of our own acquirements, or to despise others who  
 know less, ( ) a contented mind, or a depraved heart.  
 To scorn or to hate him ( ) equally foolish.

246. RULE 1. C.—When Nominatives of different Numbers are separated by *or*, or *nor*, the Verb and Pronouns must be in the Plural, and generally, the Plural Nominative should be placed next the Verb.

EXAMPLE.—*Neither the general nor the soldiers have arrived; they were expected earlier.*

#### EXERCISE L.

¶ Supply the proper Verbs and Pronouns in the following exercises:—

He or his friends ( ) to blame. The prince or his




courtiers ( ) arrived. Neither I nor you ( ) been idle. Where ( ) the hopes or the vigour of youth? Neither the book nor the letters ( ) arrived. Neither riches nor fame ( ) so valuable as health.

## COLLECTIVE NOUNS.

247. RULE 1. D.—When Collective Nouns imply plurality, the Verb and Pronoun are Plural. But when oneness is implied, the Verb and Pronoun must be Singular.

EXAMPLE.—*The people are faithful in proportion as they are trusted.* Here, the Noun of multitude, *people*, conveying the notion of plurality, the Verb, *are*, and the Pronoun, *they*, are Plural. But *the mob was dispersed; it was very riotous.* The Noun, *mob*, has a notion of unity; the Verb, *was*, and the Pronoun, *it*, are therefore used in the Singular.

## EXERCISE LI.

 Supply the appropriate Verbs and Pronouns, and underscore the Nominatives to the respective Verbs supplied:—

The parliament ( ) prorogued ( ) meets again in February. The army ( ) disbanded: peace renders ( ) services no longer necessary. The clergy ( ) not unanimous on the subject. Congress ( ) deliberated since October. The cattle ( ) been driven into the meadow; John drove ( ). The convocation ( ) adjourned; ( pr.) ( v.) its sittings in a month. The navy ( ) well manned. The public ( ) respectfully informed. The committee ( ) issued the following recommendation. The crew ( ) nearly complete. The rest ( ) now aboard. The party ( ) much divided, or ( ) might assume the government.




**OBSERVATION.** — Those Collective Nouns, which have but one form, are used in the Plural only; as *mankind, clergy, people* (= persons).

Those, which have two forms, *generally* take the Verb and Pronoun in the Singular, when the Singular form is used; as, *The party has little influence because it is so much divided.* The Collective Noun, *party*, has two forms; *party*, Singular, and *parties*, Plural: and the Singular being used, the Verb *has*, and the Pronoun *it*, are used in the Singular. If we use the Plural form, the Verb and Pronoun must be Plural. Thus, *Parties are now nearly balanced, and their movements are therefore made with greater caution.*

248. **RULE 1. E.**—Nouns used figuratively in the Singular form with a Plural signification, require the Verb to be Plural.

**EXAMPLE.**—*There are seventy head of cattle in the meadow.* Here the word *head* is used figuratively in the Singular form but with a Plural signification, and therefore requires the Verb, *are*, to be in the Plural.

#### EXERCISE LII.

 Supply the appropriate Verbs and Pronouns in the following sentences:—

Ten sail of the line ( ) to join the channel fleet.  
Five hundred horse ( ) for the army in a week. Three thousand foot ( ) returned; ( ) future destination is not known.

249. **RULE 1. F.**—Most of those Nouns


which have only a Plural termination are used with Verbs in the Plural.

EXAMPLE.—*Riches take to themselves wings and fly away.* So also *thanks, ashes, &c.*

Some, however, are used in the Singular only; as *What news is abroad?* Some, in both Numbers; as, *This means is the most suitable;* or, *These means are the most suitable.*

The names of sciences and some others are found in both Numbers, but the Plural is generally preferable. Thus, *The classics are acquired only by hard labour.* *Physics include all the sciences relating to the mechanical properties of matter.*

## EXERCISE LIII.

 Supply appropriate Verbs and Pronouns in the following sentences :—


Such an amends as he can make ( ) not worth the asking. The pure mathematics ( ) arithmetic, algebra, and geometry. The alms ( ) been injudiciously bestowed. Politics ( ) not always improve a man's fortune or temper. The ashes ( ) been thrown away. Great pains ( ) been taken by him. The thanks of his country ( ) been presented to him.

250. RULE 1. G.—When a Noun or Pronoun is followed by a Participle, and neither governs any word in the sentence, nor is governed by any, it is put in the Nominative Absolute.

EXAMPLE.—*He being penitent, we pardoned him.* Here, *he* is followed by the Participle, and not being grammatically related to any

word in the sentence, is considered to be in the Nominative Absolute.

## EXERCISE LIV.

 Underscore the Nominative Absolute in the following sentences :—

The town being relieved, the enemy raised the siege. We are in great suspense, no further news having been heard. I tell you that your son having thus wasted his time, we have no further hopes of him. The House of Lords having been declared useless, and the House of Commons purged, Cromwell retained the sole power in his own hands.


251. OBSERVATION.—The Nominative may be

1st. A Noun or Pronoun ; as, *Play is pleasant* ; or

2nd. An Infinitive Mood ; as, *To play is pleasant* ; or

3rd. A whole clause ; as, *To play without quarrelling is pleasant*.

## EXERCISE LV.

 Underscore the Nominatives in the following sentences, and state their nature, whether Nouns, Infinitives, or Clauses ; thus :—

## CLAUSE

*To possess a good temper is better than wealth.*

Leonidas was heroic. The author writes well. The constitution of our country has been the work of several ages. To live virtuously, is to live happily. He only deserves the name of man, who performs the duties of humanity. The fear of possible evil, often prevents the performance of certain good. A great man has said, that “ difficulty is the condition of success.” No one will assert that the possession of wealth necessarily produces happiness. From crag to crag leaps the live thunder. To err, is human ; to forgive, divine.

OBSERVATION.—Of course all such Nominatives are of the third person.


### THE OBJECTIVE CASE.

RULE 2.—The Objective Case follows Active Verbs and Prepositions.

252. RULE 2. A.—Active Verbs govern the Objective Case.

EXAMPLE.—*He held me.* In this sentence *held* is an Active Verb, and the object of it is *me*, which is therefore in the Objective Case. *Those whom he thought to be true to his party*, not *who* he thought; *whom* being the object of the Active Verb, *thought*.

### EXERCISE LVI.

 \* Underscore the Objectives in the following sentences, and doubly underscore the Verbs governing them :—

He threw a stone. Hold my hand. England governs the most widely extended empire. Brutus stabbed Caesar. "Take away that bauble." "I would not have a man to till my ground."

<sup>b</sup> Supply the Objectives in the following sentences :—


She told (1st person sing.) that you struck (3rd sing. fem.) He dislikes (1st person plur.) I will have (2nd sing.) The men have been insolent; I will dismiss ( ). Hear, (1st sing.) Romans! She is your friend; do not disregard ( ). I requested my brother ( ) you know to write to me soon. The book ( ) you admire is lent. I have sold that horse ( ) the groom injured. He ( ) thou lovest, is dead.

253. RULE 2. B.—The Passive of Verbs,

which signify *asking, telling, teaching, granting, refusing, showing, paying, promising, offering*, sometimes take an Objective after them.

EXAMPLES.—*He was much pleased with the ship, when he was shown her by the officers.* Here *her* is in the Objective, after the Passive Verb, *was shown*.

#### EXERCISE LVII.


 Underscore the Objectives in the following sentences, and doubly underscore the Verbs which govern them. Supply, also, the appropriate Pronouns within the parentheses :—

He was paid a large sum for his services. He did not apply for the post, but was offered ( ). The prince did not marry the princess, although he was promised ( ). I was offered a book for my knife. I will ask for the appointment, but I shall be refused ( ). He understands geometry, I must be taught ( ). Essex sought an interview with Elizabeth, but was denied her presence. He did not value the favour when he was granted it. He was shown the picture gallery.

254. RULE 2. C.—Neuter Verbs admit an Objective after them, of a Noun of similar signification.

EXAMPLE.—*I ran a race.* Here the Neuter Verb, *ran*, is followed by the Noun, *race*, in the Objective Case.

#### EXERCISE LVIII.

 Underscore the Nouns in the Objective, and doubly underscore the Verbs which they follow :—


All must sleep the sleep of death. He lives a life of benevolence. Pharaoh dreamed a dream. The emigrant looks the last fond look at his native land. If a man sin a sin which *not* unto death. Let me die the death of the righteous. I fought a good fight.



255. RULE 2. D.—Prepositions govern the Objective Case.

EXAMPLE.—*I sent a book to him.* Here, *him*, coming after the Preposition *to*, is put in the Objective Case.

## EXERCISE LIX.

 <sup>a</sup> Underscore the Objectives, and doubly underscore the Prepositions governing them :—

The balloon floats over the earth. The Great Western sails over the Atlantic. Frederick Barbarossa bathed in the river Cydnus. The plague raged in the city of London during the reign of the second Charles. Travellers can now descend into Pompeii.

<sup>b</sup> Supply the Pronouns in the Objective :—

I will present it to (3rd sing. fem.) Do not provide much for (1st sing.) Sing that air to (3rd sing. fem.) Take the talents from (3rd sing. masc.) I will do without (2nd sing.) He has been benefitted by (1st plur.) The property has been divided among (3rd plur.) By ( ) are you employed? Render tribute to ( ) tribute is due. ( ) did he call on? He gives it to ( ) he will. Amongst ( ) was the watch?

256. RULE 2. E.—*Than* requires the relative following it to be in the Objective Case, but does not govern any other words.


CAUTION.—*As* never governs the Objective Case.

EXAMPLE.—*I met Henry, than whom I never saw a more excellent youth.* Here, the relative *whom* follows *than* in the Objective; *who* would not be so good. You must not, however, say, He is better than *me*, but he is better than *I*; the Pronoun not being governed by any other



word, but being the subject of the Verb *am* understood, and therefore in the Nominative Case. But it must be, *I told him the same as her*; *her* being the Objective, governed by the Verb *told*.

## EXERCISE LX.


 Supply the appropriate Pronouns in the following sentences:—

He was contemporary with Sheridan, Burke, Pitt, and Fox, than ( ) our country has produced no greater orators. John is older than (1st person sing.) I consider you to be more clever than (3rd person sing.) I dare not treat you better than (3rd person sing.) I know him to be as good as (3rd sing. fem.) I thought you felt as much as (3rd plur.) I have been reading Shakspeare, than ( ) few afford me greater delight. I think thy sister is wiser than (2nd sing.)

257. OBSERVATION.—A phrase or sentence often stands instead of an Objective Case; as *I know how you have served me*. Here the object of the Active Verb *know* is the sentence *how-you-have-served-me*.

These may be termed Objective or Accusative sentences.

## EXERCISE LXI.

 Underscore the Phrases in the following sentences used as Objectives, and doubly underscore the words governing them:—

I feel how hard it will be. I understand when he will arrive. The preacher proclaims, "All is vanity."


## POSSESSIVE CASE.

258. RULE 3.—When two Nouns so come together that the last is considered to belong

to the first, this first is put in the Possessive Case.

EXAMPLE.—*Richard's apple*. In this example *Richard* is put in the Possessive, because the Noun, *apple*, immediately following it, is represented as belonging to him.

## EXERCISE LXII.


 Underscore the Singular Nouns in the Possessive, and doubly underscore those in the Plural :—

The poet's genius. The vicar's learning. The boys' playfulness. The bird's flight. The enemies' resistance. The bird's food. The birds' food.

259. RULE 3. A.—The sense of the Possessive is often expressed by transposing the Nouns, and governing the last in the Objective by the Preposition *of*.

EXAMPLE.—*The poet's genius*, or, *The genius of the poet*. *The boys' forgetfulness*, or, *The forgetfulness of the boys*.

## EXERCISE LXIII.


 Change the Possessives of the preceding exercise into the Objective with *of*.

260. RULE 3. B.—When a Noun belongs to two or more Nouns immediately following each other, the form of the Possessive is usually affixed to the last only.

EXAMPLE.—*England and France's armies now act in conjunction*. In this sentence the form of the Possessive is not used with *England*, but only with the word *France*,

diately preceding the word *armies*, although the *armies* are the common property of both.

## EXERCISE LXIV.


 Change the following sentences into their corresponding Possessives :—

The beauty of Carmel and Sharon shall be given to it. The property of John, James, and Henry lies in Middlesex. The debates of the Lords and Commons. The oratory of Burke, Fox, and Pitt has been greatly lauded. The presence of the prince, king, and emperor gave a dignity to the ceremony.

261. RULE 3. C.—But if any words intervene between the series of Nouns, the form of the Possessive must be used with each.

EXAMPLE.—*The Andromeda's, not the Invincible's, nor the Victory's crew, has been paid off.* In this sentence the series is interrupted by *nor* and *not*, and the Possessive must therefore be used with all the members, *viz.* *Andromeda's, Invincible's, Victory's.*

## EXERCISE LXV.

 Change the following sentences into the Possessive :—


The modesty of John as well as that of his brother, has been the subject of observation. It was the influence of wealth more than that of virtue which he exercised (Sect.     ). The worth of his father, to say nothing of that of his uncle, has greatly assisted him.

262. RULE 3. D.—The form of the Possessive WITH *of* may be used when the possessor is supposed to have more than are referred to in the sentence.

EXAMPLE.—*That book is one of my brother*

Here, my brother is supposed to have more books than the one adverted to; so that the sentence really means, That book is one book of my brother's books. It would be improper to say, The affection of my *brother's*, for the feeling of affection is only one.

## EXERCISE LXVI.


 Underscore those Possessives which imply a plurality of the objects possessed :—

I have sold that house of my mother's. The house of my father has been pulled down. That adventure of the man's has excited great astonishment. Another stratagem of the enemy's has been detected. The law of gravitation is a discovery of Sir Isaac Newton's. The steam engine is the invention of an Englishman. The *Anabasis* is a work of Xenophon's. That horse is one of James's. The *Aeneid* is a poem of Virgil's.

263. RULE 3. E.—In a Possessive phrase the last word is often understood.

EXAMPLE.—*He has gone to St. James's.* Here *palace* is understood.

## EXERCISE LXVII.

 Supply the word understood after the Possessive :—

Nelson is buried at St. Paul's. I called at Richard's for my sister's books. Let it be left at the confectioner's. My sister is to be married at St. Martin's. St. Peter's, at Rome, is the finest building in the world.


## APPOSITION.

264. RULE 4.—When Nouns are in apposition, they are in the same Case.

EXAMPLE.—*Napoleon the Emperor governed France.* Here *Napoleon* and *Emperor* are in

apposition (the two words representing the same person), and are therefore in the same Case, the Nominative, being the subjects of the Verb *governed*.

## EXERCISE LXVIII.

 Underscore the words in Apposition, and write over them the Case :—

Spenser the poet lived in the reign of Elizabeth, the Queen of England. I have read Milton's great work, the *Paradise Lost*. I know you Henry to be my friend. I have received fifty pounds, a sum quite equal to my wants. I dare not be ungrateful to him my earliest friend. London, the capital of England, the greatest sea-port in the world, is on the river Thames.


265. RULE 4. A.—(1.) When Possessives are in Apposition, the *s* and the apostrophe are used with only one of them.

EXAMPLE.—*I have been reading an essay of Bacon's, the philosopher; or, of Bacon, the philosopher's.*

(2.) If the last term consist of several words, or if there be more terms than one, the form of the Possessive must be used with only the former Noun.

EXAMPLE.—*I have been reading an essay of Bacon's, the most eminent English philosopher. Or, I have been reading an essay of Bacon's, the lawyer, scholar, and philosopher.*

## EXERCISE LXIX.

 Underscore the Nouns in Apposition in the following sentences :—

*Call at Smith, the hatter's. Call at Smith's, the hatter and draper. I have a letter of Cowper's, the poet. This sentiment*




is Xenophon's, the general and historian. That expression is Johnson's, the giant of literature. That theory is Kepler's, the great German astronomer. The garden is your brother Henry's. Those colours are the Victory's, the flag-ship of Nelson.

266. RULE 4. B.—The Verb *to be*, and Neuter, and Passive Verbs generally, have the same Case after them as before them, when the Nouns or Pronouns signify the same person or thing.

EXAMPLE.—*Who is the general? I am he.* *I*, before the Verb *to be*, is in the *Nominative*, and, therefore, *he* after it must be in the same. *He is appointed captain.* Here *he* and *captain* after the Passive Verb, *is appointed*, mean the same person, and are therefore in the same Case.

#### EXERCISE LXX.

 Underscore the Nouns or Pronouns in the same Case, and write over them what that Case is. Supply within the parentheses the appropriate Pronoun :—

He was a good man. He has been a merchant. He is chosen librarian. Was it your friend I saw? Let her be called Mary. It cannot have been ( ), for he is in France. I supposed it to be (3rd sing. fem.) Alexander is called the Great. This occurrence has been the cause of much annoyance. He became a learned man by great industry. Who was the victor? I have considered him to be a good man. He will be a great scholar. Who will be elected member for the city? Do not be alarmed. It is (1st sing.) He is worthless who is a sluggard. It is not (2nd sing.) I mean. He declared him to be a coward. To wish well to others is benevolence. Scipio was called the sword of Rome, and Fabius the shield. To shrink from duty because it is arduous is the mark of a weak mind or a corrupt heart. She seems a kind creature.



## VERBAL NOUNS.

267. RULE 5.—Most Verbs have Nouns derived from them called Verbal Nouns. These have the form of the Present or Compound Participles.

EXAMPLE.—*Early rising is conducive to health.* Here *rising* is a *Verbal Noun*, derived from the Verb *to rise*.


268. RULE 5. A.—The Verbal in *ing* may, like other Nouns, take *of* after it.

EXAMPLE.—*The cheering of the people gratified the sovereign.*

269. RULE 5. B.—But it has often the power of a Verb governing the Noun following in the Objective. Then, of course, there is no *of*.

EXAMPLE.—*The receiving the information gave him great pleasure.*

## EXERCISE LXXI.

 Underscore the *Verbals* used simply as Nouns, and doubly underscore those having the power of Verbs. Write in a separate list the phrases with Participles used like Adjectives; such as *the rising sun*. Write over the Nouns their Case, and state why—

*Nom. to was heard.*


Thus: The *roaring* of the lion was heard.

The *rising* of the sun was very glorious. The *rising* sun awoke me. The sun *rising* above the horizon showed the beautiful landscape. The *farming* of Norfolk is celebrated. The *farming* man is out. The men *farming* in the parishes have *clubbed* together. By the *roaring* of the lion they were much *alarmed*. The lion *roaring* after his prey came upon the party. The *teaching* of the master is creditable to him. *Teaching* the

boy is easy, for he is attentive. The preparing the statement requires time. The acquiring of anything valuable requires industry and perseverance. With the learning of that divine I shall not compete. The learning mathematics is most useful. An acquiring mind is an improving mind. A betraying of a trust is no ordinary crime. The hearing of my father is not so good as it was. The hearing my father is more than ever pleasing to me. Give us the hearing ear, and the understanding heart.

270. OBSERVATION.—Sometimes the omission of the *of* removes ambiguity, as, *The reading of our author pleases us*. This sentence may mean either that our reading a certain author pleases us, or that the author's reading pleases us. The first sense will be better expressed by rejecting the *of*, and putting *author* in the Objective, as governed by the Verbal *reading*; and the second by retaining *of*, making *the reading of our author* equivalent to the Possessive phrase, *our author's reading*. Thus, (1.) *The reading our author pleases us*. (2.) *The reading of our author pleases us*.


## EXERCISE LXXII.

 Underscore the Verbals having the power of a Verb, and doubly underscore those used simply as Nouns:—

I said in the hearing of my sister, I will not go. I am sure in hearing my sister I find pleasure. He finds pleasure in teasing others. The teasing of others annoys him. The writing of the letter is very legible. The writing the letter is now laid to his charge.

## ON THE COMPOUND VERBAL NOUNS.

## EXERCISE LXXIII.

 Underscore the Compound Verbals used as Nouns:

natives, doubly underscore those used as Objectives, and write over them the reasons—Thus :

*Obj. Prep. by.*

*By having received* I am induced to give.


The Participles used simply as Verbs are to be enclosed in brackets :—

The having been calumniated does him no injury. My being received was owing to his influence. I do not fear that, having endured evils so much greater. Through not having improved his mind in youth, he is now contemptible in manhood. His farm not having been attended to is now worth little to him. Through having been deceived he has become a deceiver.

271. RULE 5. C.—The Verbal Nouns are often used after the Possessive Case, or after Possessive Pronouns.

EXAMPLE.—*My friend's deserting me gave me much trouble.* Here *friend's* is in the Possessive, followed by the Verbal *deserting*.

#### EXERCISE LXXIV.

 Underscore the Verbals, and doubly underscore the Possessives :—

The mischief was caused by the boys disobeying their master. Hannibal's army having wintered at Capua drove him out of Italy. The sun and moon's attracting the water causes the tides. The thief's sneezing awoke the inmates. My calling on him was fortunate. His receiving so large an accession of property pleases us.


#### PRONOUNS.

272. RULE 6.—Pronouns must agree with the Nouns they represent in Gender, Number, and Person.

EXAMPLE.—*The officer has returned ; he is much praised on account of his bravery. The*

*ships have sailed; they are to proceed to the Mediterranean. The dogs which you gave me are dead. Thou who couldst help me hast done nothing.* In the first sentence the Personal Pronoun *he*, and the Possessive Pronoun *his* agree with their antecedent, *officer*, in the Masculine Gender, third Person, and Singular Number. In the last sentence the relative *who* is used, as its antecedent *thou* is a Person; and it agrees with it in the Common Gender, second Person, Singular Number.

## EXERCISE LXXV.

 Supply the appropriate Pronoun in the following sentences, and underscore the Nouns to which they refer:—


The house is re-building ( ) was burnt down. The books are not injured, although ( ) have been tossed about. The Queen will dissolve Parliament; ( ) will go to the house in person. The box ( ) was sent from home is broken; ( ) was injured before ( ) arrival. The friend ( ) left me, will reach London to-morrow. The army has gone to ( ) winter quarters. Though the men know ( ) are in error ( ) will not retrace ( ) steps. Is this the path ( ) leads out of the wood? Where are those ( ) promised to help us? I cannot tell whether those ( ) have made ( ) statements are to be relied upon. The woman ( ) he censured is innocent. The Parliament ( ) made war on Charles the First, is called the Long Parliament; Charles the Second was restored by ( ) remaining members. The wish of a free nation tells on ( ) government. The people are overjoyed at the victory; ( ) wish for an illumination.

273. RULE 6. A.—The Pronoun and the Noun it represents may be both used as Nomi-

natives to the same Verb, when strong emphasis is intended to be marked.

EXAMPLE.—*The LORD HE is God.* Here, both the word *Lord*, and its Pronoun *he*, are the subjects of the Verb *is*. The same is observed in the Objective: Thus, *Worship him, the Creator* of all things, not lifeless idols. In familiar language this usage is not allowable. Thus, *William is a good boy*; not *William he is a good boy*.

#### EXERCISE LXXVI.


 Underscore the double Nominative, and enclose in brackets the Verbs to which they are subject:—

The words that I speak unto you, they are spirit, and they are life. Wisdom, that is the principal thing.

274. RULE 6. B.—When antecedents of different persons are connected by *and*, the Pronoun Plural agrees with the first person rather than with the second, and with the second rather than with the third.

EXAMPLE.—*He and I have made the arrangement; we want no assistance now.* Here the antecedents *He* and *I* are of the *third* and *first* person, and the Pronoun which represents them, *we*, must be of the *first* person and not the *third*.

#### EXERCISE LXXVII.

 Supply the appropriate Verb and Pronoun:—

They tell Henry and me that (       ) are idle. You and my brother (       ) blamed; but I know (       pr. ) (       r. )



not guilty. How could you and I do this, seeing (      pr.)  
(      v.) absent? My sister, you, and myself will leave off as  
soon as (      pr.) (      v.) finished this exercise.


275. RULE 6. C.—(1.) In the position of Pronouns of different persons, the second precedes the others, and the third precedes the first.

EXAMPLE.—*You and he will go. He and I will go. Not he and you, nor I and he.*

(2.) A Noun will have the same place as the third Personal Pronoun.

EXAMPLE.—*He says he saw either my cousin or me. Here, cousin in the third person precedes me in the first.*


## EXERCISE LXXVIII.

 Write over the Pronouns what Person they are :—

I told you and him that I wished not for your friendship. I am informed that neither you nor I are much esteemed by him. How did you and your attorney settle the matter? How must the attorney and I proceed?

OBSERVATION. — When, however, *all* the Pronouns are plural, *we* has the first place, *you* the second, and *they* the third; as, *We and they start to-morrow.* Here the first person *we*, takes precedence of the third *they*.

## EXERCISE LXXIX.

 Write over the Pronouns what Person they are :—

I told you and them to come early. Neither we nor you have in this respect done our duty. We and our brothers leave London on Thursday. Why should we tell you or them of our plans?

## IT.


276. RULE 6. D.—The Neuter Pronoun, *it*,



frequently represents a clause of a sentence, and even Nouns or Pronouns of any Gender, Number, and Person.

EXAMPLE.—*It is your friends who have done this. It is the duty of the Christian to love his enemies.* In the first sentence *it* refers to the Plural Noun *friends*, and in the second to the clause *to love his enemies*.

## EXERCISE LXXX.

 Underscore the words which the Pronoun *IT* represents or introduces in the following sentences :—


It is my brother. It is she who has betrayed me. What are those noises? It is the winds that are blowing. It is painful to be blamed when we have done our best. They ought to know that it is their interests we are consulting. It is the neglect and contempt of my friends that affects me so keenly.

## AS, AS A RELATIVE.

277. RULE 6. E.—When *as* has the force of a Relative, the Verb following it agrees in Number, &c., with the Noun to which *as* refers.

EXAMPLE.—*His statements were as follow :* or, *His statement was as follows.* In the first sentence *as* has the force of a Relative, and refers to the Noun *statements*; the Verb is therefore *Plural*. In the second it refers to the Singular, *statement*, and therefore requires the *Singular Verb follows*.

## EXERCISE LXXXI.

 Supply any appropriate Verbs :—

*I cannot tell whether your conduct is as (       ) been reported.*


Your conduct cannot be as (            ) been now described.  
 His accounts were as (            ). His life is such as (            )  
 a Christian. His difficulties were as (            ) now related.

## WHICH.

278. RULE 6. F.—The Relative *which* has sometimes a clause of a sentence as its antecedent.

EXAMPLE.—*It is considered that there will be war, which has caused great dismay among the merchants.* In this sentence the entire clause before *which* is its antecedent.

## EXERCISE LXXXII.

 Underscore the Relatives, and doubly underscore their antecedents, whether Clauses, Nouns, or Pronouns :—

To assert that he knows nothing about the matter, which he has done, shows how little his word is to be relied on. He is neither over exalted by prosperity, nor too much depressed by misfortune ; which you must allow marks a great mind. He has resolved to go to sea, which has caused his friends much grief. To possess an empire on which the sun never sets, which England does, can be said of no other country, either ancient or modern.

THAT, *equivalent to WHO, WHOM, or WHICH.*

279. RULE 6. G.—*That* should be used instead of *who*, *whom*, or *which*, in the following cases :

1st. After *who* used as an Interrogative.

EXAMPLE.—*Who that has examined him can doubt his guilt ?*

2nd. When the Relative has two or more antecedents, one of which requires *who*, and the other *which*.

EXAMPLE.—*The men and the measures that you talk about are equally disliked.*


3rd. Generally after the Adjective *same*.

EXAMPLE.—*I heard the same story that you told me. I saw the same persons that interested us so much.*

4th. Generally after the Superlative Degree.

EXAMPLE.—*Newton is the greatest philosopher that this country has produced.*

#### EXERCISE LXXXIII.

 Supply the appropriate Relatives and underscore their antecedents :—

Who ( ) can help himself will submit to such degradation? The most welcome news ( ) can be brought me is concerning my brother. I met the gentleman ( ) you introduced in the Strand: he was driving the finest horse ( ) I ever saw. The monkeys and the other animals ( ) you saw are dead. Many of Johnson's works ( ) you so much admire were written in great haste. The friends and the pursuits ( ) please him the most, are not of service to his reputation. I do not know the course ( ) is most advisable under the circumstances in ( ) you are placed.


280. RULE 6. H.—The Relative should be placed as near as possible to its antecedent.

EXAMPLE.—*I wished the officer who arrested the man, to state the charge against him.*

OBSERVATION.—If we remove the Relative from its antecedent, we make the meaning of the sentence doubtful. Thus, *I wished the officer to state the charge against him, who arrested the man.* If it is intended to convey the sense of the first sentence, this arrangement is

faulty. It would only be correct, if we wished the officer to accuse the person who arrested the man; in which case *him* is the antecedent to the Relative *who*. So also, *I who command you am the person*, has a different meaning from *I am the person who commands you*.

## EXERCISE LXXXIV.

 Underscore the Antecedent to the Relatives:—

He who has done this is no friend. He is no friend who has done this. I sold my house, which was not large, for the sum you named. I sold my house for the sum you named, which was not large. Art thou the general who has charge of the castle? Art thou who has charge of the castle, the general? Thou art the man who commands my regard. Thou who commandest my regard art the man.

281. RULE 6. I.—(1.) If no Nominative come between a Relative and a Verb, the Relative is the Nominative to that Verb.

EXAMPLE.—*Mithridates, who was king of Pontus, urged a long war with the Romans.* Here, as no Nominative intervenes between the Relative *who* and the Verb *was*, *who* is the Nominative to *was*.


(2.) But if a Nominative do intervene between the Relative and the Verb, the Relative is in the Objective, governed by some Preposition *before it*, or some Verb *after it*; or it is in the Possessive governed by a Noun following it.

EXAMPLES.—*Alexander in a rage killed Clitus whom he much loved, and to whom he*



*was indebted for his life.* Here a Nominative, *he*, intervenes between the Relative *whom*, and the Verb *loved* in the first clause, and between *whom* and the Verb *was indebted* in the second clause. The Relatives, therefore, cannot be Nominatives. The *whom* is Objective in both cases, governed in the first by the Active Verb *loved*, and in the second by the Preposition *to*. Again, *Do not trust him whose promises have often been broken.*

## EXERCISE LXXXV.


 Underscore the Relatives in the Nominative, as also the Verbs to which they are the subjects. Doubly underscore those in the Objective, as also the words governing them. Enclose in brackets those in the Possessive, and the Nouns so governing them :—

God, that made the world and all things therein, dwelleth not in temples made with hands. The stamp law which England levied on her American colonies, led, in its consequences, to American independence. I care not, Fortune, what you deny me. He upon whom we relied has deceived us. The God who preserveth me, whose I am, and whom I serve. He is a friend who loves me and whom I love, and whose friendship I will not resign.

282. OBSERVATION 1.—Sometimes the Relative is governed by a Preposition *following* it. So the Interrogatives.

EXAMPLES.—*The first school which he went to was not a good one.* Here the Relative *which* is governed by the Preposition *to*, *following* it. When *that* is used as a Relative, the Preposition ALWAYS comes after ; as, *the horse that he rides on.*

## EXERCISE LXXXVI.

 Underscore the Relatives, and doubly underscore the Prepositions governing them :—


I do not know what my friend is driving at by these remarks. Whom did the coach run over? Which did he call for? What was it all about? The house which he lives in is an old one. The paper which you write on is not good.

OBSERVATION 2.—It will be seen that the Relative is always the first word in its own clause, except when preceded by a Preposition.

283. RULE 6. K.—An Antecedent of the third person is sometimes omitted.

EXAMPLE.—*Who will, may weep.* That is, *those who will may weep.* This usage is, however, hardly allowable in familiar language.

## EXERCISE LXXXVII.


 Supply the antecedent in the following sentences :—

Who steals my purse, steals trash. Who lives to nature, rarely can be poor; who lives to fancy, never can be rich. Whom he would he slew, and whom he would he kept alive. Who can advise, may speak. Who pries, is indiscreet. Who finds the clearest not clear, thinks the darkest not obscure. Who seizes too rapidly, drops as hastily.

284. RULE 6. L.—The Relatives are often omitted altogether.

EXAMPLE.—*I received the present you sent me.* The Noun *present* is the Antecedent to the Relative *that* or *which* understood.

## EXERCISE LXXXVIII.

 Supply the Relatives where they may be used in the following sentences :—

He knows the man I spoke about. It was the happiest day I ever spent. Have you purchased that edition of Cicero?




named to you? Middleton wrote the life of Cicero you were reading. The Florence Virgil you spoke about is scarce. The poems Cicero wrote are lost.

285. RULE 6. M.—When the Demonstratives relate to two subjects previously mentioned, *this* relates to the *last*, *that* to the *first*. So also in the use of *the one*, *the other*; *the former*, *the latter*; *the one*, *the latter* correspond to *this*; *the other*, *the former*, to *that*.

EXAMPLE.—*Athens and Sparta were the chief states of Greece; the one was more renowned for arms, the other for arts. Or, the latter was more renowned for arms, the former for arts. Again, Idleness and industry produce very different results; this leads to comfort and respectability, that to want and degradation.*

#### EXERCISE LXXXIX.

 Supply the appropriate Adjective or Pronoun within the parentheses :—

England has great advantages for manufacture and commerce; ( ) is facilitated by the extent of her coast and the goodness of her harbours, ( ) by her inexhaustible mines of iron and coal. The boy and the girl were equally to blame; ( ) committed the fault, ( ) contrived it. The possession of a sound judgment is better than that of wealth; ( ) we may lose through the misconduct of others, but ( ) can be destroyed only by death.

#### ADJECTIVES.

286. RULE 7.—Every Adjective refers to a Noun, expressed or understood, or to some sentence which is equivalent to a Noun.


EXAMPLES.—*Those good men are happy. A*

*bright fire is cheerful. His having refused the appointment is extraordinary.* In the last sentence, the Adjective *extraordinary* qualifies the foregoing sentence, *That he should have refused the appointment.*

287. RULE 7. A.—When the Noun is not expressed, and the Adjective takes an Article before it, it is termed the Adjective *absolute*.

EXAMPLES.—*The righteous shall flourish like a green bay tree. The good are happy.* The words *righteous* and *good* are *Adjectives absolute*, having the Nouns understood.

#### EXERCISE XC.

 Underscore the Adjectives Absolute in the following sentences, and enclose in brackets the other Adjectives :—

The just shall live by faith. Good men love the good. We admire the accomplished, but we love the amiable. I love him because he is brave. The brave are not destitute of a sense of danger, but they have the courage to be superior to it. He is very wicked. Therefore the ungodly shall not stand in the judgment, nor sinners in the congregation of the righteous. The vast immense of space. The lowest deep. And through the palpable obscure, finds out his uncouth way.

288. OBSERVATION (1.)—The Adjectives absolute are singular when they are used instead of Abstract Nouns.

EXAMPLE.—*The Sublime.*

(2.)—They are usually plural when they refer to persons.

EXAMPLE.—*The good are happy.*


289. RULE 7. B.—The Demonstratives must

agree in Number with the Nouns to which they refer.

EXAMPLE.—*This kind of people does not suit me.* The Noun *kind* being Sing., the Sing. *this* is used. *These kind* would, strictly, be incorrect.

OBSERVATION.—Some good writers have used the phrases *these kind*, *these sort*, &c., understanding *kind*, *sort*, &c., as Nouns of Multitude, and so admitting of a Plural Pronoun. This, however, is a usage to be observed rather than imitated.

#### EXERCISE XCI.

 Supply the Demonstratives in the following sentences:—


Give me (            ) books. (            ) notion of things is not correct. (            ) plants of my brother's are valuable. I advised his going to Brighton; hoping by (            ) means to relieve his mind. (            ) sort of proceedings must be discontinued. (            ) are the means of success.

290. OBSERVATION.—The Adjective *another* of course has *other* in the Plural; as, *I lent him another book; he lent me some other books.*

291. RULE 7. C.—*Each*, *every*, *either*, and *neither* refer to Nouns in the Singular Number only, and require, therefore, Verbs to agree with them in that Number.

EXAMPLE.—*Each person gives a different statement. Every day brings further information. Either is good enough for him.* In the two first sentences, the Adjectives *each* and *every* agree with the Nouns *person* and *day* in the Singular, and require the Verbs *gives* and *brings* to be so too; and in the last sentence, the Verb *is* agrees with the Pronoun *either* in the Singular.

## EXERCISE XCII.


 Supply any Verbs and Pronouns in the following sentences :—

Every man ( ) now prepared for the worst. Let each esteem others better than ( ). Either of the houses ( ) large enough for my brother. The Scriptures inform us that every action ( ) good or bad, according to the motive giving rise to ( ), and not according to ( ) consequences. Every one of his letters ( ) date after his banishment. Let each man look after ( ) own property. Each child ( ) furnished with a book for ( ). Neither of them ( ) present. Every evening ( ) devoted to study. When every individual ( ) arrived, I will go on.

292. OBSERVATION.—*Every* is followed by an Adjective or Noun in the Plural when the Noun is taken collectively.

EXAMPLE.—*I go to Rome every three years.* Here, the expression *three years* is taken *collectively*, as *one* period, and allows, therefore, the Adjective *every* to precede it.

## EXERCISE XCIII.

 Underscore the Nouns to which the Adjective *every* belongs :—

The President of the United States is chosen every four years. Every fifty men were formed into a company. I visit my friend every few days. The Jewish Jubilee was commemorated every fifty years.

293. RULE 7. D.—Numerals implying plurality are joined with Nouns in the Singular form in the following cases :

(1.) When, by a figure of speech, a part is used to represent the whole.



EXAMPLES.—*Ten sail of the line. Five head of cattle.* In the first example, the Noun *sail*, being only part of a ship, and used to represent the whole, does not admit of the Plural form, although its Adjective, *ten*, implies plurality (Sect. 248).

(2.) With Nouns that are expressive of some definite number, and have only the Singular form.

EXAMPLE.—*Three brace of partridges. Five score of eggs.* Here, the words *brace* and *score* are Nouns significant of number, and do not take the Plural form, notwithstanding the Plural Adjectives.

(3.) The words *foot*, *pound*, and some others, are sometimes used in the Singular form after a Plural Adjective.

EXAMPLES.—*Twenty foot deep. I owe him thirty pound.* The Plural form of the Noun is now, however, preferable; as, *Twenty feet deep. I owe him thirty pounds.*

#### EXERCISE XCIV.


☞ Arrange the following sentences in three divisions. A, B, C; placing the examples of (1) under A, those of (2) under B, and those of (3) under C :—

Two hundred horse entered the town in the night. I have purchased two set\* of those maps. I paid him three pound\* ten six months ago. I sent him three dozen peaches. There are three pair of bellows in the forge. Twenty sail of the line have gone down the channel. He has bought three chesnut horses. He has shot fifteen brace in one day. There were two hundred head of cattle in the meadow.

294. RULE 7. E.—The Adjectives *much*, *little*, and *whole* are used only with Nouns of *dimension* or *quantity*; *many*, *few*, *several*, with Nouns of *number*; and *some*, *no*, *all*, *enough*, and *any*, with Nouns of *both quantity and number*.

EXAMPLE.—*I will not take much luggage. You have many friends.* Here, the Adjective *much* relates to the *quantity* of luggage, and the Adjective *many*, to the *number* of friends.

## EXERCISE XCV.

 Arrange the following sentences into two divisions, A, B; placing under A those containing Adjectives relating to quantity, under B those containing Adjectives relating to number, and underscore the Adjectives and the Nouns to which they belong :—

I will take no more fruit to-day. The army wants more men. He has the most glory. Most men wish to be thought benevolent. All men think all men mortal but themselves. All discord is but harmony not understood. He has little wealth, and less influence. Many churches were burnt down at the fire of London, but more houses. He has a few marbles in his pocket. Some persons are very anxious. I gave him some milk. He has several good paintings. The general has no men. He has no ammunition for his men. The king had trouble enough in the early part of his reign. He has books enough.

295. RULE 7. F.—The Adjective *many* is used with a Singular Noun, with the Indefinite Article between them.


EXAMPLES.—*Many a youth has been ruined by want of perseverance. How many a story is fabricated only for gain.*



296. RULE 7. G.—The Correlative to the Adjective *such* is *as*.

EXAMPLE.—*I believe them to be such as he has described.* Here, the Adjective *such* is followed by its correlative *as*.

#### EXERCISE XCVI.

 Enclose in brackets the Nouns to which the Adjective MANY refers, and supply the Correlative to *such* :—

How many a time have I been relieved by him. Such a scene ( ) this is too painful for me. Full many a flower is born to blush unseen. By such a temptation ( ) that, many a youth would have fallen. The enemy does not regard such a force ( ) we can bring into the field.


297. RULE 7. H. (1.)—The Comparative Degree is used when only *two* objects are compared.

EXAMPLE.—*That is the better house of the two ; not, that is the best.*

(2.) The Superlative is used when *more than two* objects or classes of objects are compared.

EXAMPLE.—*That is the largest tree in the forest.*

#### EXERCISE XCVII.

 Supply any appropriate Adjective in the following sentences :—

She is the ( ) of them all. She is the ( ) of the two. Newton and Kepler were both great men ; but Newton was the ( ) of the two. Newton was the ( ) of all astronomers. New Holland is the ( ) of all islands. New Holland is ( ) than Great Britain ; but *the latter is by far the* ( ) of the two.

298. RULE 7. I.—*Other*, with its compound *another*, and the Comparative Degree, when it means simple comparison, are followed by *than*; but when the Comparative implies selection, it must be followed by *of*.

EXAMPLE.—*It was no other than your uncle. He is wiser than I am. He is the wiser of the two.*

299. RULE 7. K. (1.)—In simple sentences, the Superlative Degree is followed by *of*.

EXAMPLE.—*London is the largest of all cities.*

(2.)—But if a dependent clause (Sect. 230) follow the Superlative, the Relative *that* must be the first word of the dependent clause.

EXAMPLE.—*She is the finest ship that I have ever seen.* The first sentence is a simple one, and the Superlative *largest* is, therefore, followed by *of*: the second has a *dependent clause*; and the Superlative *finest* is, therefore, followed by *that*. (Sect. 230.)

#### EXERCISE XCVIII.

Supply the appropriate words after the different Degrees of Comparison:—


He is the best ( ) all brothers. That is the least commendable of all the actions ( ) he performed. I know John and James; I think John the better ( ) them. I know John, James, and Henry: I think John the best ( ) them. The victory was the most complete ( ) has been gained during a campaign more arduous ( ) any other. They are the finest ships ( ) I have ever seen.

300. RULE 7. L.—When a person or thing

belonging *to a class* is compared with all the others of that class, either the Superlative Degree must be used, or the Comparative with the Adjective *other*.

EXAMPLES.—*Solomon was the wisest of all men*; or, *Solomon was wiser than all other men*. In these sentences, *Solomon* is a *person* belonging to a class; and in comparing him with that class, the *Superlative* is used in the first sentence, and the *Comparative with other* in the second. It would be incorrect to say, *Solomon was wiser than all men*, for *Solomon* was himself a man, and could not be wiser than himself.

#### EXERCISE XCIX.

 Change the following sentences from the Superlative into the Comparative, with *other*, or from the Comparative with *other*, into the Superlative:—


Caesar was the greatest of all the Roman generals. Deceit is the meanest of all vices. England is the richest of all nations. Venus is the brightest of all the planets. The Severn is larger than all the other rivers of England. London is larger than any other capital city of Europe.

301. RULE 7. M.—When different classes are compared, the Comparative, and not the Superlative, must be used.

EXAMPLES.—*John is better than his brothers*. Here, *John* belongs to one class, and *brothers* to another, and the Comparative Degree is therefore used. *John is the best of his brothers*, or, *John is better than his other brothers*, would be incorrect; for it would be making John his

own brother.—Milton has, *The fairest of her daughters, Eve*; but this is a classical idiom.

## EXERCISE C.

 Underscore the Nouns of different classes, doubly underscore those of the same classes, and write over the Adjectives their Degree:—

Mary is prettier than her sisters. Hercules was the strongest of all the Greeks. Mont Blanc is the highest mountain of Europe. Socrates was more patient than most men. Carnivorous animals are more fierce than others.

## THE ARTICLE.

302. RULE 8. — (1.) The Definite Article is used with Nouns of either Number.


EXAMPLE.—*The good house; the good houses.*

(2.) The Indefinite Article *an* or *a* is used with Nouns in the Singular Number.

EXAMPLE.—*An easy chair; a good horse.*

EXCEPTION.—The Indefinite Article is used before Nouns in the Plural Number preceded by some of the Numerals, or by the Adjective *few*, or by *many* qualified by *great*; as, *A hundred men; a few boys; a great many people.* Such phrases have the sense of a Collective Noun. (*See Sect. 247.*)

## EXERCISE CI.

 Underscore the Articles, and doubly underscore the Nouns to which they belong:—

A clever boy is the pride of his parents. A virtuous woman is the crown of her husband. A great many ships sail out of the harbour. I lent him a few pounds. The kind creature sent me a handsome present. Give me a hundred pounds. A

thousand men rushed from their concealment. A great many birds flew over the house.

OBSERVATION.—The sense of a Plural is often expressed by using a Noun Singular with the Adjective *many*, and the Indefinite Article between them; as, *Many a man has been ruined by extravagance.* This sentence means, *Many men have been ruined by extravagance.* (See Sect. 295.)

303. RULE 8. A.—(1.) The Definite Article points out some *particular* person or thing.

EXAMPLE.—*The queen is in town; the man I saw in the garden has left.* In the first sentence, *the* is used, because it points out a particular person,—our own queen; in the second, the clause, *I saw in the garden*, limits the word *man* to one particular individual, and no other; it is therefore preceded by *the*.

(2.) The Indefinite Article is used before Nouns used generally, and not singled out from those of their class.

EXAMPLE.—*The cheerfulness of a boy does not displease me.* The word *boy* is used generally, meaning *any boy*, and therefore requires the Indefinite *a*.

#### EXERCISE CII.

☞ Supply the appropriate Articles in the following sentences :—

(        ) sun gives light to our earth. He gave me (        ) apple out of the basket. He restored (        ) apple he stole.  
(        ) lamp is better than a candle (meaning any lamp).  
(        ) lamp is better than a candle (meaning my lamp).



## USE OR OMISSION OF THE ARTICLE.


304. RULE 8. B. (1.) The Definite Article is used before a Noun when it represents a whole species made up of distinct individuals.

EXAMPLES.—*The lion is the strongest of all animals.* Here, the word *lion* stands for the whole class of lions, and this class is made up of *distinct individuals*, and therefore requires the Article before it. So, too, *The oak is a nobler tree than the elm.*

(2.) The Article is omitted when it stands for a whole species which is not made up of distinct individuals.

EXAMPLES.—*Silver is not so heavy as gold.* The word *silver* is here used generally; but as the whole is not made up of distinct individuals or parts, the Article is omitted. So, too, *Oak is harder than elm.*

## EXERCISE CIII.

 Make some short sentences in which the following Nouns shall be used. Underscore them when they represent the whole class.

*Wine, horse, metal, man, corn, coal, crocodile, sugar, whale, humming-bird.*


EXCEPTION.—The word *man*, used in a general sense, does not take an Article before it, although it is made up of distinct individuals; as, *Man is born to trouble.*

305. RULE 8. C.—(1.) The Indefinite Article is used before the Comparative followed by

than (Sect. 298); as, *He is a wiser man than his brother.*

(2.) The Definite Article is used before the Comparative followed by *of*; as, *He is the wiser man of the two.*

#### EXERCISE CIV.

 Supply the appropriate Articles :—


John has (            ) larger property than his sister, but he is not (            ) happier of the two. Mont Blanc is (            ) higher mountain than Jungfrau. This is (            ) better road than the other, but it is (            ) longer of the two.

#### WITH ABSTRACT NOUNS.

306. RULE 8. D.—The Article is not used before Abstract Nouns (Sect. 198) used in a general sense; but when the Abstract Noun has reference to some other Noun, or is limited by an Adjective, the Definite Article generally precedes it.

EXAMPLES.—*Hardness is a property of some bodies. The hardness of iron is not so great as that of the diamond. He has a great knowledge of his subject.* In the first sentence, the Abstract Noun *hardness* stands alone; the Article is therefore omitted. In the second, it has reference to the Noun *iron*, and is on that account preceded by *the*. In the third example, the Abstract Noun *knowledge* has an Adjective, *great*, before it, and therefore admits of the use of the Article.

EXERCISE CV.

 Write out the following sentences, and supply the requisite Articles. *Note.*—An Adjective is not required between all the parentheses.

( ) brightness of the sun shone round about him.  
Some one has said that ( ) royalty is only splendid misery. ( ) royalty of mind, that is royalty (Sect. 273).  
( ) magnitude is size. ( ) magnitude of the sun is more than a million times that of the earth. ( ) dishonesty is a vice. ( ) dishonesty of the Thessalians was proverbial.


307. RULE 8. E.—(1.) The names of particular arts, sciences, titles, &c., do not admit the Article before them.

EXAMPLES.—*Weaving is an ingenious art. Algebra is arithmetic whose quantities are not definite.*

(2.) Some terms, however, which include several arts, sciences, titles, &c., take the Definite Article before them.

EXAMPLES.—*The mathematics. The fine arts. Physics* is an exception.

EXERCISE CVI.

 Supply the requisite Articles. *Note*, as above :—

Do not neglect ( ) classics. I hope you will not neglect Latin, for you will find it very useful. ( ) painting has been much cultivated in Italy and Flanders. ( ) literature of Germany is highly praised. ( ) literature absorbs his whole attention. ( ) peerage has been increased of late years. He was offered the title of ( ) earl. The property of ( ) impeached earl has been bestowed upon him.

OBSERVATION.—The omission or insertion of the Article before the Adjectives *few, little*

*slight*, and words of similar signification, gives a very different meaning to the phrase.

EXAMPLES.—*He has a few good qualities. He has few good qualities.* In the first sentence we commend him for the presence of some good qualities; in the second, we censure him for their implied absence.

Adjectives used absolutely (Sect. 287) require the Definite Articles before them; as, *The wise and the good command our respect. The sublime and beautiful.*

#### THE REPETITION OF THE ARTICLE.


308. RULE 8. F.—(1.) When several Adjectives qualify one Noun, if all the Adjectives refer to the *same* person or thing, the Article is used only before the first Adjective.

EXAMPLE.—*An amiable and intelligent friend is invaluable.* This sentence means that *one* friend who is *both amiable and intelligent* is invaluable.

(2.) If the Adjectives refer to *different* persons or things, the Article must be used with all the Adjectives.

EXAMPLE.—*An amiable, and an intelligent friend, are worthy of regard.* This conveys the notion of two friends, the one amiable and the other intelligent: hence the Verb is Plural.

#### EXERCISE CVII.

 Supply the requisite Articles. *Note*, as before:—

(            ) small and (            ) large lion have just arriv



( ) red and ( ) white is in the meadow. ( ) red and ( ) white cows are in the meadows. (*Each cow being red and white.*) ( ) black and ( ) white cows are in the meadow. (*Some quite black and some quite white.*) ( ) brave and ( ) accomplished officer has published ( ) faithful and ( ) interesting account of the campaign. The boy does not require ( ) large and ( ) dictionary.

309. RULE 8. G.—(1.) When several Nouns are used as epithets or descriptions of the *same* person or thing, the Article is ordinarily used with only one of them.

EXAMPLE.—*Caesar, the Consul and Dictator, was killed by Brutus.* Here, *Consul and Dictator* both refer to the same person, *Caesar*, and therefore the Article is used only with one, the first.

(2.) But if they refer to *different* persons, the Article must be repeated.

EXAMPLE.—*Cincinnatus, the Dictator, and the Master of the Horse, marched against the enemy.* This means *two* persons, *Cincinnatus* and *the Master of the Horse*. If *the* had been omitted before *Master*, it would have meant that Cincinnatus filled two offices, that of Dictator and of Master of the Horse.

(3.) When two Nouns, both meaning the *same* person or thing, follow a Comparative, the Article is omitted before the last.


EXAMPLE.—*He is a better statesman than soldier.* Here it is asserted that the same individual is better in one capacity, that of a statesman, than he is in another, that of a soldier.



(4.) But if two Nouns, meaning *different* persons or things, follow a Comparative, the Article must be used with both.

EXAMPLE.—*He is a better statesman than a soldier.* Here are two persons, the one being *a better statesman* than the other, *a soldier*, is.

#### EXERCISE CVIII.


 Underscore those Nouns meaning the same person or thing, doubly underscore those meaning different :—

He is more of a scholar than divine. He is more of a scholar than a divine. She has more discretion than genius. She has more discretion than a genius. Vitellius was a more renowned epicure than emperor. Cincinnatus was a more renowned personage than an emperor.

310. RULE 8. H.—The Indefinite Article follows the Adjectives *such, many, what*, and all Adjectives that are preceded by *too, so, as*, and *how*. The Definite Article follows *all*.

EXAMPLES.—*I do not know such a friend as he is. That is too flattering an account. All the earth shall worship Thee.*

#### EXERCISE CIX.

 Underscore the Nouns, and the Adjectives and Articles belonging to them. Enclose the Adverbs in brackets :—

He gave me all the money. What a trouble he makes of such a trifle. That is too hazardous an undertaking. How timid a creature is the squirrel! It is as large a house as yours. It is not so large a house as yours. I have received from you many a favour. I have never seen so large a man before. I have never seen such a large man before. It was large a house for him. Many a man has done the same.

## ADVERBS.

311. RULE 9.—Adverbs are usually placed next the words they qualify, before Adjectives, after Verbs, and between the Auxiliary and the Participle.

EXAMPLE.—*He lives in a very large house, and pays dearly for it, although he has lately sustained a most serious loss.*

## EXERCISE CX.

Supply any appropriate Adverbs in the following sentences.

My brother is ( ) rich. I am ( ) pleased with you. I walk ( ). Homer's Iliad has been ( ) read. The boy was ( ) beaten.

## SPECIAL RULES FOR THE POSITION OF THE ADVERB.

312. RULE 9. A.—The Adverb does not often separate the Verb and its Objective.

EXAMPLE.—*He told his story truly.* Not, *He told truly his story.*

RULE 9. B.—When a whole sentence is qualified, or great emphasis is intended, the Adverb is often put at the beginning of the sentence.

EXAMPLE.—*Unfortunately, he thinks too highly of himself. He was rewarded, not with worldly wealth, but with a good conscience.* In the last sentence, the Adverb *not* does not qualify the Verb *was rewarded*; but the clause, *with worldly wealth*, and therefore precedes it. This construction must be well marked.

RULE 9. C.—The Interrogative Adverbs *how*, *when*, *where*, *why*, are always the first words in a question.

EXAMPLE.—*When will you go?*


RULE 9. D.—The Adverbs *never*, *sometimes*, *always*, *often*, are generally placed before the Verbs they qualify. They, however, follow the Verb *to be*.

EXAMPLE.—*He always walks before dinner. He is always good-natured.*

RULE 9. E.—When the Participle is preceded by two Auxiliaries, the Adverb is placed immediately before the Participle, or between the Auxiliaries, according to the word it more especially qualifies.

EXAMPLES.—*He has been unceasingly pursued by his enemies. He has lately been engaged in his new undertaking.* In the first sentence, the Adverb *unceasingly* qualifies the word *pursued*, and is therefore next it; in the second, it has reference to *time*, and is therefore next the word *has*, which marks the tense or time of the Verb.

#### EXERCISE CXI.

 Underscore the Adverbs, and doubly underscore the words they qualify:—


The master taught the boy well. How do you do? Undoubtedly, the statement he has made is incorrect. He is dismissed, not for his dishonesty, but for his idleness. I was never in Paris. He always comes late. Where shall we find truth? The Pacha has been entirely defeated; he has not been driven back before. I care not for his wealth or his power. I care not for his wealth, but for his reputation. Still shall her streamers float on the breeze. I remember him well.

## ONLY.

313. RULE 9. F.—*Only* is generally placed (1) after the Noun or Pronoun which it qualifies, and (2) before the Adjective, Adverb, or Verb. (3) If it relate to a whole clause, it must stand before that clause (Sect. 312).

EXAMPLES.—(1.) *To man only has been given the power of speech.* (2.) *The teacher is only strict, not severe.* (2.) *My little brother can only read: he cannot write.* (3.) *I have seen the castle, but only at a distance.*

## EXERCISE CXII.

 Underscore the words which *only* qualifies:—

I only am left, the others have been killed. Antiochus was not only cruel, but impolitic. Only with thine eyes shalt thou behold and see the reward of the wicked. He does not desire only to be flattered for his wealth, but to be loved for his virtues. He will receive only what I can offer him.

314. OBSERVATION 1.—*Only* is placed before Nouns when used with a negative; as, *Not only the soldiers, but the officers, were discontented.* If *only* qualifies the clause, the rule before stated holds good; as, *Only not disappointed, because not hoping.*


OBSERVATION 2.— Sometimes when *only* stands between a Noun or Pronoun and Verb, it is doubtful to which it refers. In such cases, the construction should be changed when it is intended to qualify a Noun. Thus, the sentence, *We only perform our duty,* may mean that we, and no others, perform our duty, or that we do



*no more* than perform our duty. If the former be the meaning, it would be clearer to say, *We alone*, or, *We are the only persons who perform our duty*. The latter sense might be expressed by making use of the auxiliary; as, *We do only perform our duty*. In *speaking*, the difference of meaning is shown by the difference of emphasis and tone.

OBSERVATION 3.—*Only*, though generally called an Adverb, is an Adjective when it relates to Nouns and Pronouns; as, *The man only is left*; or, *I only am left*.

## EXERCISE CXIII.

 Underscore the words to which *only* relates. Enclose it in brackets when an Adjective :—

England is not only opulent but powerful. England only has possessions in South Africa. Ranges of mountains are not found only on the western parts of a country, but they are mostly there. England only performs her duty in aiming at the improvement of the world. England is not the only nation that aims at bettering mankind. Italy, says Coleridge, has every gift of God, only not liberty.

315. RULE 9. G.—(1.) *Hither*, *thither*, and *whither* were formerly used with Verbs of motion; but the Adverbs of rest, *here*, *there*, and *where*, are now generally employed. Thus, *Come here*. *Where did he go?* are more usual and elegant than *Come hither*. *Whither did he go?*


(2.) *Hence*, *thence*, and *whence* do not, in strictness, admit from before them; as, *He came thence*, rather than *He came from thence*.



*From* is, however, used by many of our good writers.

RULE 9. H.—Two negatives in the same clause convey the sense of an affirmative; as, *The affair is not unknown to me.* This means, *The affair is known to me.*

## EXERCISE CXIV.

 Change the following sentences with a double negative into affirmative sentences conveying the same sense. Under-score the Adverbs mentioned in RULE G. and the Verbs to which they relate.

Do not be insincere. Let me wander not unseen. He was not unable to come, but was unwilling. Do not be undecided. My brother is not unknown in Bristol; he went there in 1825. What place did he leave?—He left York first, and went thence to Birmingham, and thence to Bristol.

OBS.—Some Adverbs are used as Adjectives.

EXAMPLES.—*The above discourse.* *After generations.* This usage has sometimes been reprobated, but without just ground; for it is found in our best writers, and accords with the general analogy of language.

CAUTION.—Never use Adjectives as Adverbs.

EXAMPLE.—*The girl speaks distinctly.* *Distinct* would be wrong.

## VERBS.

## AGREEMENT.

316. A verb must agree with its Nominative in Number and Person. (*See Sects. 243, 244.*)


OBSERVATION.—The Verbs *need* and *dare* are sometimes found without the *s* in the third person Sing.; as, *He need not go*; *she dare not come*

## NEUTER VERBS.

317. RULE 10.—Neuter Verbs implying motion generally take the Auxiliary Verb *be*, instead of *have*.

EXAMPLES.—*He is arrived. I shall be gone when you come.* We might say, *He has arrived, I shall have gone*; but the use of the Verb *to be* is more idiomatic.

## EXERCISE CXV.

 Supply the appropriate Auxiliaries:—*Note.* Some of the Verbs do not admit of the Verb *to be*.

The vessel ( ) arrived. The boy ( ) walked fast. Your father ( ) now gone. I ( ) slept soundly. Your friend ( ) not come before. You ( ) arisen. The member ( ) retired from the contest.

## PREPOSITION VERBS.

318. RULE 11.—Some Verbs must be followed by particular Prepositions.

EXAMPLES.—*I convinced him of his error. He was convinced of his error.* Here, the Verb *convinced* is followed by the Preposition *of*. No other Preposition would be proper.

OBSERVATION.—Such Verbs are called Preposition Verbs. They may be made Passive, as other Verbs; as in the example just given. For list and exercise, see Sect. 333.

## MOODS.

## THE INDICATIVE AND SUBJUNCTIVE.


319. RULE 12.—(1.) If a sentence be simple declarative, the Indicative Mood must be used.

EXAMPLE.—*As the angle is a right angle, the remaining two are acute.*

(2.) The Subjunctive Mood is used when the Verb expresses supposition or uncertainty, connected with futurity, after the conjunctions *if, that, though, lest, till, except, provided, whether*, and some others; the Adverbs *ere* and *before*; and words ending in *ever*; as, *whoever, however, &c.*

EXAMPLE.—*If one angle of a triangle be right, the remaining two are acute.* Here, the sentence, with the Conjunction *if*, implying hypothesis or supposition, the Verb is put in the Subjunctive Mood.

#### EXERCISE CXVI.

 \* Underscore the Subjunctives and their Nominatives, and enclose the Indicative in brackets :—

If he receive me kindly, I shall ever esteem him. I can give no answer, until she decide. Unless she exert herself, she will not succeed. If my friend's rudeness displeases me, your deceitfulness does so in a much higher degree. Though he falls down, as you say, frequently, he has a knack of getting up again. Wherever they be they are not forgetful of us.—

Ere the morning's busy ray  
Call you to your work away,  
Ere the silent evening close  
Your wearied eyes in sweet repose,  
To lift your heart and voice in prayer,  
Be your first and latest care;  
And oh! where'er your days be pass'd,  
And oh! howe'er your lot be cast,  
Still think on Him whose eye surveys,  
Whose hand is over all your ways.

<sup>b</sup> Supply the appropriate form of the Verb in the following sentences, making use of either of these Verbs: *make, stay,*


*be, assert, hate, have, live, treat, love, desert, waste, lend, come, choose:—*

If the world ( ) better a century hence, it must be attributed to the spread of civilization and religion. Though he ( ) me, yet will I trust in him. I do not trust him, although he ( ) it again. I will not trust him although he ( ) it again. If the world ( ) you, ye know that it hated me. Whether he ( ) praise or blame, he will pursue the course of rectitude. If he ( ) lived reputably, help him (that is, referring to his present habit of life). If he ( ) reputably, help him (referring to his life in coming periods). However he ( ) me, I must not forget former kindness (present habit). However he ( ) me, I must not forget former kindness (future conduct). If he ( ) me, I am happy (present habit). If he ( ) me, I shall be happy (future conduct). How shall I act if he ( ) me? Do not offend lest thou ( ) deserted. All depends on his future conduct; if he ( ) industrious he will succeed, though he ( ) only moderate talents; if he ( ) his time and his money he will fail, even though his father ( ) him assistance. However he ( ), do not refuse him. Wherever he ( ) I shall accompany him. I shall be satisfied whichever he ( ).

320. RULE 12. A.—The Subjunctive is sometimes used without any Conjunction, by placing the Nominative after a simple Verb, or between the Auxiliary and Participle.

EXAMPLE.—*Had he been present, all would have been well.* This is equivalent to, *If he had been present, all would have been well.*

#### EXERCISE CXVII.

 Change the following forms without the Conjunction to equivalent ones with it. Thus, *Were I able, I would do it,* changed to, *If I were able, I would do it.*

*Could he have succeeded, he would not have left. Had he been virtuous, he would have been happy. Were I richer, I would do more. Did he love me, I should be happy. Might*




I but serve you, I should be much pleased. Could you have come away, I know you would. Had Alexander lived longer, he might have done more.

321. OBSERVATION.—Such sentences in the Past Subjunctive, and sometimes those having their Nominative and Verb in the usual order, are often used to express a negative assertion.

EXAMPLES.—*If he have the money, he will pay it. If he had the money, he would pay it.* The first sentence implies doubt as to his having the money; the second asserts that he has not got it.

#### EXERCISE CXVIII.


 Underscore the sentences of the last exercise which imply Negation.

#### THE IMPERATIVE.

322. RULE 13.—The Imperative is sometimes used absolutely.

EXAMPLE.—*Bring some money with you;—say ten pounds.* The Verb *say* is in the Imperative Absolute, not being supposed to have any Nominative.

#### EXERCISE CXIX.

 Underscore the Imperatives Absolute:—

If he receive an increase of wages, suppose of 10*s.* a week, he will still be in poverty. Recal any recollection of the past, say of the most trivial thing, and it will be important or unimportant, according to its associations. They will cost, say, three pounds each. Grant that this would follow, the measure would still be desirable.




## THE INFINITIVE.

323. RULE 14.—A Verb is governed in the Infinitive by either a Verb, a Noun, or an Adjective.

EXAMPLE.—*He delights to please you*; or, *It is his delight to please you*; or, *It is delightful to please you*. In all these sentences, the Verb *to please* is in the Infinitive; but in the first it is governed by the Verb *delights*, in the second by the Noun *delight*, and in the third by the Adjective *delightful*.

## EXERCISE CXX.

 Underscore the Infinitive in each of the following sentences, and doubly underscore the word governing it :—


He is said to be learned. My friend wishes me to undertake this journey. Obedience ought to be prompt. The new world ought to have been named after Columbus. He appears to abound in riches. The telescope is said to have been invented by Jansen. The corn is ready to be cut. His ambition is, to excel all others in those qualities of mind and heart, which ought to command respect and affection. It is as much the happiness, as the duty, of mankind, to adore their Creator. He is reported to have said all I have told you. He is no longer able to escape. I am not anxious to cultivate his friendship. Man lives to learn, or he has not learnt to live.

324. RULE 14. A.—Verbs in the Infinitive Mood, governed by the Active Voice of the Verbs *behold*, *bid*, *dare* (neuter), *feel*, *find*, *hear*, *know*, *let*, *make*, *need*, *observe*, *perceive*, *see*, *have* (principal Verb), do not usually take the Particle *to* before them.

EXAMPLE.—*I saw the sun rise*. In this sentence, *rise* is in the Infinitive, but, being go-

verned by *see*, it is without the *to*. But if we use the Passive form of the Verb, the Particle *to* must not be omitted; as, *The sun was seen to rise with more than ordinary splendour.*

## EXERCISE CXXI.


 Supply the Infinitives in the following sentences, making use of any suitable Verb, and underscore the Verbs governing them:—

I heard him ( ) that it was true. He sees the enemy ( ). The nightingale was heard ( ) very sweetly. Bid her ( ) that book. Will he dare ( ) in that case? I dare him ( ) that again. She would have made him ( ), had he been present. I have observed him ( ) very discreetly. He would be made ( ) this, were he present. He was observed ( ) very discreetly. I bade her ( ) the letter immediately. He feels the pain ( ) him. I found no one ( ) me more assistance than you. The fleet will be found ( ) to the Mediterranean. Who can behold innocence ( ), and not seek to help her? I dare not ( ) that, for it is wrong. The soldiers were bid by Cromwell ( ) away the Speaker's mace. The pain was felt ( ) acute. No nation has been found ( ) ancient Greece in the Fine Arts. Let me ( ). I know him ( ) great talents. I have known him ( ) great self-control. Queen Elizabeth was known ( ) great vigour of mind. The comets have been observed ( ) in very elliptical orbits. You will perceive the moon ( ) a different place among the stars every successive night.

325. RULE 14. B.—The Infinitive is sometimes used absolutely.

EXAMPLE.—*To tell you the truth, I have no high opinion of him.* *To tell* is in the Infinitive Absolute, not being governed by any other word.

## EXERCISE CXXII.


 Underscore the Infinitives Absolute in the following sentences :—

To continue, I will now show the consequences of my argument. That is, to be brief, to disprove all he has been attempting to prove. To be candid with you, I think you have done quite wrong. To oppress the weak only because they are unable to protect themselves, is, to speak my sentiments without reserve, to act rather the demon than the man. To begin, I must inform you that I left town yesterday. And now, to conclude, let us see why you ought to obey these injunctions.

326. RULE 14. C.—The Present Indefinite of the Infinitive must be used to express a circumstance occurring either at the same time as that of the word which governs it, or subsequently to that time; the Present Complete, generally to denote that which is prior to it. (*See Sect. 327.*)

EXAMPLES.—*He compels me to praise him.* Here the act of praising is co-existent with the act of compulsion, or subsequent to it, and is therefore used in the Present Infinitive. *He supposed me to have praised him.* Here the praising is prior to the supposition, and requires therefore, the Perfect Tense.

## EXERCISE CXXIII.

 Supply the proper Tense of the Infinitive from any appropriate Verb :—

I believe him ( ) a good man. I ordered him ( ) me a coach. I supposed him ( ) by the early coach. I wished him ( ) by the early coach. He appeared ( ) a sensible letter. He ought ( ) I proceed at once. He ought ( ) yesterday. I desired him ( ) a journal as soon as he shall return.

**OBSERVATION.**—Some writers use the Complete Tense of the Infinitive to express a negative sense; as, *I intended to have done it*. Here *I intended to do it*, would simply state my intention to do it, without giving any hint as to whether I did actually do it or not; but *I intended to have done it* implies that I did not do it. Thus it is not incorrect to say *He meant to have come yesterday*, provided that he did not come. The words *should*, *would*, *ought*, &c. always have this construction. It may be stated thus: the use of the Present Complete of the Infinitive expresses a supposition, or case, or intention, opposed to the actual fact. (Compare Sect. 321.)

## TENSES.


327. **RULE 15.**—In using Verbs that are related to each other in time, the Tenses corresponding to the succession of time (*see* Sect. 112) must be employed.

**EXAMPLE.**—*After I had left, he went away*. The first action, that of leaving, was finished before the other, of going, was begun. We therefore use the Past Complete Tense.

<i>I say that I will go,</i>	<i>if I be able, or, if I can.</i>
<i>I said that I would go,</i>	<i>if I were able, or, if I could.</i>
<i>I said that I would have gone,</i>	<i>if I had been able, or, if I could have done so.</i>

**OBSERVATION.**—All the Auxiliaries of the Potential may express a present and future time; thus, *He knows he should go to-morrow*.

## EXERCISE CXXIV.

 Supply the appropriate Auxiliaries and Tenses, using any suitable principal Verbs:—

He told me he ( ) come if he ( ). He tells me he ( ) come if he ( ). The army ( ) before the enemy came up. If he might come, he ( ) behave




better. When he should have arrived he ( ) not left. I know he would come if he ( ) time. I know he will come when he ( ) time. Were my means greater I ( ) give more. Had my means been greater, I ( ) given more. (See Sect. 321.)

328. RULE 16.—The *same form* must be observed throughout a compound sentence, with those Verbs which have the same Nominatives and Tenses.

EXAMPLE.—*He liveth and reigneth*; or, *he lives and reigns*. It must not be *he liveth and reigns*, or, *he lives and reigneth*; for as the Verbs belong to one sentence, and have the same Nominative, *he*, and the same Tense, the Present, the same form in *th* or *s* must be used.

#### EXERCISE CXXV.

 Supply any appropriate Verbs within the parentheses.


She ( ) and ( ) daily. God ( ) and ( ) prayer (use form in *th*). He ( ) redeemed us from slavery, and ( ) made us happy. Who ( ) he left, and why ( ) he gone?

329. RULE 17.—Mere *futurity* is expressed by *shall* in the first person, and by *will* in the second and third; and the *determination* of the speaker by *will* in the first person, and *shall* in the second and third.

EXAMPLES.—*I will go to-morrow*, expresses my determination; *I shall go to-morrow*, only a future occurrence, independent of my determination.



## EXERCISE CXXVI.


 Underscore the sentences implying the determination of the speaker :—

I shall leave. You will come soon. You shall come soon. The boy will learn. The boy shall learn. Do not tell me he will go ; he shall go.

330. RULE 18.—The Participle is often used absolutely.

EXAMPLE.—*Calculating roughly, it will cost about five hundred pounds.*

## EXERCISE CXXVII.


 Underscore the Participles when used absolutely, and when used otherwise enclose them in brackets :—

Telling you truly, I am not receiving more. Speaking carelessly, he is somewhere in Shropshire. Betraying no confidence, I may inform you of this. Setting aside this, he has not acted as he should. Allowing for exaggeration, the tale contains some truth. Granting what you say, my argument still holds. While running, he slipped and fell.

331. CAUTION.—Do not use the Past Tense for the Past Participle, nor the Past Participle for the Past Tense. The Participle is, of course, used after the Auxiliaries *be* and *have*.

EXAMPLE.—*The river is frozen over.* Here, *frozen*, the Past Participle, is used after *is*, a part of the Verb *to be*. *Froze*, the Past Tense, would be incorrect. *He ran fast* ; the use of the Past Participle *run*, would be improper.

## EXERCISE CXXVIII.

 Supply the Past Participle or Past Tense in the following sentences, using any appropriate Verb :—

The cup was ( ) by the fall. He let the glass fall and ( ) it. I ( ) across the river. I have ( )

across the river sooner than you. The snake was ( ) to approach. I ( ) the snake approach. He, Buonaparte, ( ) his march before the allies. The march was ( ) before April. She ( ) the song very sweetly. The song has been ( ) sweetly. I ( ) in the garden. I have ( ) in the garden. He ( ) the bell very violently. The bell was ( ) violently. The murderer was ( ) at the Old Bailey. The bacon was ( ) up in the kitchen. I have ( ) a letter to my friends. I ( ) a letter to my friends. She ( ) in bed too late. She has ( ) in bed nine hours.

## PREPOSITIONS.


### GOVERNMENT.

Prepositions govern the Objective Case. (See Sect. 255.)

332. RULE 19.—The Objective alone is often used in a sense equivalent to the Objective, with the Preposition *to* or *for*.

EXAMPLE.—*Send him a turkey, = send a turkey to him.*

### EXERCISE CXXIX.

 Change the following simple Objectives into an Objective with the Preposition, thus: *I sold him a hat* = *I sold a hat to him*.

He purchased me a horse. I will give her a book. You must enclose him a remittance. He will forward thee thy parcel. I bought them their estate. I threw him an apple. He has procured me a situation.

OBSERVATION.—These expressions, in fact, contain the remains of the old Dative Case; but as the words are the same as in the Objective, they are spoken of as Objectives.

333. RULE 19. A.—The idiom of the language requires that certain words should be followed by particular Prepositions.

EXAMPLE.—*I confide in your promise.* Here the Verb *confide* is followed by *in*, no other Preposition, as *to*, *on*, or *through*, would be proper.


## LIST.

Abhorrence of	Dependent upon
Abound in	Derogate from
Abridge of	Devolve on, upon
Accede to	Differ with, from
Accord with (neuter) to (active)	Different from
Accuse of	Diminution of
Acquiesce in	Discouragement to
Adapt to	Dissent from
Adequate to	Distinguish from
Admonish of	Enamoured of
Affinity to, between	Endeared to
Agreeable to	Endowed with
Alienate from	Endued with
Alteration in	Enjoin upon
Ambitious of	Exception to
Antipathy to, against	Exclusive of
Ascendent over	Fall under, from, upon
Attend to ( <i>listen</i> ), upon ( <i>wait</i> )	Fawn upon, on
Averse from	Foreign to
Avert from	Frown at, on
Bestow upon, on	Greedy after
Boast of	Ignorant of
Blush at	Inculcate on, upon
Call upon, on	Independent of
Clear of	Initiate into, in
Compatible with	Inseparable from
Confer on, upon ( <i>give</i> ), with ( <i>converse</i> )	Intent upon, on
Confide in	Inured to
Conformable to	Militate against
Congenial to	Mistrustful of
Consonant to, with	Overwhelmed with
Correspond with, to	Prejudice against
Deficient in	Prejudicial to
Depend upon, on	Proud of
	Persuance of

Pursuant to  
 Recreant from  
 Reflect upon, on  
 Rejoice at  
 Relevant to  
 Rely upon, on  
 Replete with  
 Repine at  
 Significant of  
 Smile at, upon, on

Swerve from  
 Sympathize with  
 Thirst for, after  
 Triumph over  
 True to  
 Trust in  
 Uneasy about  
 Versed in  
 Wait upon, on, at, for  
 Want of

## EXERCISE CXXX.

 Supply the appropriate Prepositions, and enclose the Preposition-Verbs in brackets (*See Sect. 318*). Underscore them when used passively :—

He is well versed ( ) Latin. That is a different account ( ) what you gave. I act conformably ( ) my mother's wishes. He is accused ( ) robbery ( ) the person who was robbed. She has a taste ( ) poetry. The regiment leaves to-morrow, pursuant ( ) orders. Reflect ( ) the future. I left him overwhelmed ( ) joy. Wait ( ) him soon. I shall be rejoiced ( ) your good fortune. That is derogatory ( ) his dignity. I will attend ( ) your advice. The maid attends ( ) her mistress. I will correspond ( ) you. The estate was conferred ( ) him. I ought to confer ( ) you respecting that. I hope the evil will be averted ( ) you. He is ambitious ( ) reputation. I called ( ) my mother yesterday. The enemy may fall ( ) them, and cut them off. This has not fallen ( ) my notice. The man who falls ( ) virtue, falls ( ) happiness. Success is incompatible ( ) indolence. You are deficient ( ) courage, though you boast ( ) your exploits. I am dependent ( ) my own exertions. No man is independent ( ) others. I was frowned ( ) because I differed ( ) him. Exclusive of relationship, I am enamoured ( ) him on account of his virtues. He knows that the measure will militate ( ) his interest, but that does not prejudice him ( ) it. He who trusts ( ) his Creator, is true ( ) himself. She smiled ( ) her brother for

his simplicity. Fortune smiles ( ) the industrious.  
Do not repine ( ) difficulties : perseverance triumphs  
 ) them.

OBSERVATION.—The Derivatives are mostly followed by the same Preposition as their roots ; as *rely upon*, or, *reliance upon*. We say, however, *independent of*, not *on* ; *derogatory to*, not *from*, and so of some others.

#### BEFORE PLACES.


334. RULE 19. B.—(1.) With *Verbs of motion*, TO is used before places generally.

EXAMPLE.—*He goes to London to-morrow ; shall I come to Rotterdam next week ?*

(2.) With *Verbs of rest*, IN is used before the names of countries, of our own capital, and the town in which we reside. AT is used before all cities, towns, and villages, except our own capital.

EXAMPLES.—*He is in America ; He lives with us in London.—As I saw him at Lincoln ; I shall visit him at Leghorn.*

#### EXERCISE CXXXI.

 Supply the appropriate Prepositions :—

He will travel ( ) London by coach. He is now ( ) Newark. My friend resides ( ) Spain. I hope to visit him ( ) Seville next summer. The summer ( ) England is not so hot as ( ) France.

OBSERVATION.—The sense of an Adverb is often expressed by an Adjective preceded by *in* ; as, *in general*, that is, *generally*. These are termed Adverbial phrases.



OBSERVATION.—*Between* can be used only with words meaning *two* objects; *among*, with those signifying *more than two*; as, *he went between the two trees; he went among the trees of the wood.*—*Between* is = *by twain*. *Twain*, or *tween*, means *two*.

### CONJUNCTIONS.

335. RULE 20.—Certain Conjunctions must be followed by certain other Conjunctions as their Correlatives.

EXAMPLE.—*I cannot tell whether he or I will come.* In this sentence the word *whether*, commonly considered as a Conjunction, is followed by its Correlative, *or*.

### CORRELATIVE CONJUNCTIONS.

Either	}	—or.	<i>He will either come or stay away.</i>
Whether			
Neither—nor.			<i>I saw neither the boy nor the girl.</i>
Though—yet.			<i>Though he slay me, yet will I trust in him.</i>
As—as.			Comparison of equality. <i>He is as good as she.</i>
As—so.		— similarity.	<i>As he is, so will you be.</i>
So—as.		— quantity.	<i>He is not so rich as I.</i>


Consequence before Infinitive.—*He was so kind as to inform me.*

So—that.	} Consequence with all Moods, except the Infinitive.	<i>Alexander was so powerful, that he overturned a vast empire.</i>

OBSERVATION 1. — Other Negatives than *neither* are sometimes followed by *nor*; as, *he is not industrious, nor is he amiable.*

OBSERVATION 2.—*Yet* is often omitted after *though*; as, *though he was powerful, he was not happy.*

## EXERCISE CXXXII.

 Supply the appropriate Conjunctions:—

Either you ( ) I must leave. Neither you ( ) I can go. The Thames is not so large ( ) the Rhine. Our first-rate men of war are so large ( ) they hold a thousand men. The wicked are not so happy ( ) the virtuous, neither here ( ) hereafter. He is as bold ( ) a lion. As his conduct is, ( ) will his desert be. The Athenians were so vain ( ) to call themselves *earth-born*. Do not go ( ) send. He never tires ( ) stops to rest.

Conjunctions are often omitted; as, *he knows I must go* = *he knows that I must go.*

## INTERJECTIONS.


336. RULE 21.—(1.) In *Phrases* the Interjection is followed by the Objective of the first Personal Pronoun, and the Nominative of the second.

EXAMPLE.—*Ah! unlucky me! Ah! thou unlucky one!*

(2.) In *sentences*, the Interjection does not at all affect the construction.

EXAMPLE.—*Oh! I am unhappy.*

## EXERCISE CXXXIII.

 Supply the appropriate Pronouns:—

Oh! ( ) 1st person sing. Oh! ( ) foolish ones. Good bye! ( ) merry one. Heigh ho! ( ) am so tired. Welcome! ( ) wanderers! Alas! ( ) am forsaken. Oh! ( ) will be merry then.

## PARSING.

337. Parsing is the taking of sentences to pieces, reducing them to their parts, or analysing them, and accounting for each word. All the preceding Exercises may be used as Parsing Exercises. The following is the form in which they should be written:

SENTENCE.—*My brother was with me; after he had gazed on the scene, he cried out, Oh! how wonderful and beautiful are the works of nature.*

*My.* Pron., possess. adj., agr. w. *brother*.

*Brother.* Noun, com., masc. sing., 3rd., nom. to verb *was*.

*Was.* Verb, irreg., neut., ind., past indef., 3rd sing., agr. w. its nom. *brother*, by RULE 1.

*With.* Prep., gov. the obj. *me*, by RULE 2 D.

*Me.* Pron., pers., com., sing. 1st., obj., gov. by *with*, R. 2 D.

*After.* Adv. of time, connected with verb *had gazed*.

*He.* Pron., masc., sing., 3rd., nom. to verb *had gazed*.

*Had gazed.* Verb, reg., neut., ind., past comp., sing., 3rd., agr. w. its nom. *he*, by RULE 1.

*On.* Prep., gov. the obj. *scene*, by RULE 2 D.

*The.* Art., def., agr. w. its noun *scene*, by RULE 8.

*Scene.* Noun, com., neut., sing., 3rd., obj., gov. by prep. *on*, by RULE 2 D.

*He.* Pron., pers., masc., sing., 3rd., nom. to verb *cried out*.

*Cried out.* Prep.-verb (Sect. 318), reg., act., ind., past indef., sing., 3rd., agr. w. its nom. *he*, by RULE 1.

*Oh!* Interj. *How.* Adv., qualif. adj. *wonderful* and *beaut*.

*Wonderful.* Adj., pos. *And.* Conj., cop. *Beautiful.* Adj., pos.

*Are.* Verb, irreg., neut., ind., pres., pl., 3rd., agr. w. its nom. *works*, RULE 1.

*The.* Art., def., agr. w. its noun *works*. *Works.* Noun, com., neut., pl., 3rd, nom. to verb *are*. *Of.* Prep., gov. obj. *nature*, by RULE 2 D. *Nature.* Noun, com., neut., sing., 3rd., obj., gov. by prep. *of*, RULE 2 D.

N.B. The agreement, government, or arrangement, can be required of those pupils only who have gone through, or are going through the Syntax.

THE END.

5

6 *i*

7 *i*

8

9 *i*

10 *i*

11 *i*

12

13 *i*

14 *i*

15 *i*

16 *i*

17

18 *i*

19

20 *i*

21







